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ABSTRACT

This guide provides materials for teaching a writing remediation class in the intermediate grades. Sections of this guide include: (1) background information for teachers about the writing process; (2) teaching units containing activities and games on selection of writing topics, organization of the elements in a paragraph, development of ideas, skills in sentence structure, writing the four basic types of sentences, use of specific/vivid language, and language mechanics; (3) four sample checklists for evaluating student work; (4) suggestions for publishing student writing; and (5) an evaluation form for teacher assessment of this guide. A 19-item bibliography is included. (JW)

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Student Teaching Packets

A Guide for Writing Remediation
Grade level: Intermediate

Prepared by representatives from
Cortland-Madison BOCES Districts

DeRuyter: Linda Grimes
McGraw: Palma Ward
Cincinnatus: Jan Denison
Homer: Carole Robinson
Irene Foote, Coordinator

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Student Teaching Packets

A Guide for Writing Remediation
Grade Level: Intermediate

The purposes for which this booklet has been published are listed below:

1. To provide background information for teachers about the writing process.
2. To provide remedial activities which should encourage reluctant writers and promote successful writing experiences for them.
3. To suggest checklists for the evaluation of student writing.
4. To give examples of ways to publish student writing.

Section I

Teacher Background Information

taken from N.Y.S. Composition in the
English Language Arts
Curriculum K-6 (proposed
for 1984) and other state materials.

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ASSIGNING VS. TEACHING

Cecilia Kingston
Consultant in English Language Arts
Hastings, New York

When Writing Is Assigned	When Writing is Taught
1. Teacher asks students to write on one topic from a list of topics which may or may not be related to content of the course or experiences of the students.	1. Teacher encourages students to communicate their ideas precisely and effectively through writing.
2. Topic or question is usually general, rarely structured.	2. Topic or question is usually specific, often highly structured.
3. Topic allows for sloppy thinking, glittering generalities.	3. Topic forces precise thought, supporting details.
4. Audience for paper is rarely identified.	4. Audience for paper is specifically identified.
5. Purpose for writing assignment is nebulous or vague.	5. Purpose for writing assignment is specifically articulated.
6. Students assume they are writing for a grade.	6. Student know they are writing to improve their ability to express themselves precisely.
7. Students are often asked to write spontaneously.	7. Students are encouraged to think about their subjects.
8. Students are often given a time limit or a work limit or both.	8. Students are encouraged to judge the scope of the purpose in terms of the time available and the number of words it would take to fulfill this purpose.
9. Students are required to hand in the first draft for a grade.	9. Students are encouraged to review and revise the first draft.
10. Teacher comments on paper are usually negative, most often corrections of errors.	10. Teacher comments stress the positive and are constructive about the negative aspects.
11. Corrections are usually in reference to mechanical errors.	11. Recommendations for improvement in style, format and organization of thoughts are made.
12. Usually every error is corrected on every page by the teacher.	12. Often only certain elements of composition - errors - are corrected for a specific assignment.

	When Writing Is Assigned		When Writing is Taught
13.	Most of the teacher's time is spent correcting papers.	13.	Most of the teacher's time is spent in class teaching the writing skills.
14.	The teacher corrects every paper.	14.	The teacher encourages self-evaluation and group evaluation of most of the papers.
15.	Students never quite know how teacher arrives at grades.	15.	Students always know why they earn a grade.
16.	All writing assignments tend to be essays - usually between 200-300 words.	16.	Writing assignments vary in length according to purpose of the assignment.
17.	Students are criticized for not making the purpose clear, for not organizing thoughts logically, for not developing ideas.	17.	Students are taught how to limit purpose, organize thoughts, and develop ideas.
18.	Students are not aware of significant improvement in their writing.	18.	Students are aware of significant growth - or lack of growth - in specific areas.
19.	Students are asked to analyze, compare, describe, define, review, trace, but are not taught how to organize their thoughts to succeed in their goals.	19.	Students are given models of essays which analyze, or compare etc., and/or they are guided into developing the format best suited for analysis, or comparison, etc.
20.	Students are required to rewrite - in some cases. But rewriting usually only applies to corrections in grammar, usage, etc.	20.	Students are encouraged to revise, to edit, to improve - and to correct first drafts, then resubmit.
21.	Students are required to write without much pre-thought.	21.	Students are motivated into thinking about what they are to write.
22.	Students rarely know what style means or what their own style is.	22.	Students are taught to analyze their own styles.
23.	Students are assigned a number of different writing experiences, poem, play, book review, term paper.	23.	Students are taught to handle a variety of writing forms.
24.	Students and teacher are bored by what students write.	24.	Students and teacher are excited about what students write.

C. Kingston
(c) 1976

Writing, as a means to communicate ideas, does not afford the luxury of immediate feedback as does verbal communication. If the reader does not understand what the author has written, he/she can only re-read the same words over and over, struggling to gain comprehension.

In order for a written messsage to be understood, it must withstand this ultimate test: Does the reader know what I mean? We must remember when we write that we are speaking to others. Certainly, we know what we mean, but does our reader? If a composition fails to measure up to this basic criterion, the author's efforts will be in vain.

Given the difficulty of clearly expressing a written message, students who tackle it haphazardly would soon be lost. Moreover, they will lose their reader. Students need help...they need a tool. Students who have learned the composing process, possess such a tool -- a sequential series of clearly defined steps that equip them with a means to tackle any writing task. A brief summation of the process follows:

I. Pre-Writing

    A. Experience
    B. Brainstorming
    C. Organizing

II. Writing

    A. Rough Drafting
    B. Revision

        1. Analysis
        2. Improvement

    C. Editing
    D. Final Drafting

III. Publishing

I. PRE-WRITING

A. Experiences

Before the students can write something worthwhile, they must first have something worthwhile to write about. Experience is the first step in the composing process and it is about their experiences that students should be asked to write. As teachers, we must keep in mind that if we wish our students to write for a specific purpose, we must see to it that our students have the experiences necessary to do so. In other words, we cannot expect students to write about life in an Indian village unless we first provide them with the necessary background..

The subjects about which students write can be taped from their personal experiences in real life or from their readings in the various content area. Sometimes the teacher can manufacture experiences within the classroom as a means to motivate writing.

The following are possible sources of experiences about which a student might write.

- The arrival of new books or other materials
- A classroom visitor
- Fire drills
- Films, filmstrips and slide shows
- A teacher retiring, getting married, or leaving
- Games
- Birthdays
- The moving away of a former classmate
- Arrival or demise of a classroom pet
- Puppets
- A change in the neighborhood or school
- The arrival of a new student
- Field trips
- Stories
- An unusual happening in the classroom
- Interesting gadgets, artifacts
- Planting
- Newspaper articles
- Arrival of a new brother or sister
- Sudden weather changes - thunderstorms
- Holidays
- Hobby displays
- Seasonal changes
- Disagreements
- Pictures
- Summer activities
- Travel
- Home
- Family - relatives
- Dreams
- Friends
- Neighborhood
- Fantasy
- Ads (radio, TV, newspaper, magazines, etc.)
- Moods created by art, music, plays, etc.
- Science experiments
- Social Studies projects
- Role palying

B. Brainstorming

The experience alone does not provide the student with enough ideas to write about. Brainstorming, the second stage of the composing process, is the time in which students can fully clarify and explore all the writing possibilities an experience offers them. This is a very essential part of the composing process as many students are unable to write about even when the most exciting experience without adequate brainstorming.

Below are some proven brainstorming techniques:

1. Idea Generation

   This activity can be teacher directed in a whole group situation or performed in small groups. Questions may be prepared by the teacher to facilitate the activity or asked spontaneously. For example: Suppose the topic is "loosing"....the teacher may ask students to give many examples of losing situations and then many words which describe our feelings when we lose. Note the emphasis on many. Students should be motivated to generate as many ideas as possible. The teacher should accept any idea and no discussion of ideas should take place at this time. When possibilities seem to have been exhausted, the teacher directs students to chose from the list of ideas those items that best relate to their personal experiences.

2. Interviewing

   In this technique, two students play the roles of interviewer and interviewee and then exchange roles. The interviewer asks prepared questions pertaining to a personal experience of the other student. These questions should deal with who, what, where, when, why, how to, and how many. The interviewer should take notes.

3. Talk Write

   This technique is similar to interviewing but less structured. Asking questions spontaneously, the first student questions the second to generate ideas the latter may have about a particular experience. For example, the teacher may ask students to jot down three things which they know a lot about. The second student choses the topic with which he feels most comfortable. The first student might ask such qeustions as: How did you become interested in this topic, What do you like/dislike about this topic, etc. The questioner should take notes.

C. Organizing

In the organizing stage of the composing process, students begin to consider the purpose, audience, and task (format: sentence paragraph, letter, report, etc.) for their writing. For example, suppose a group of elementary students had just baked a batch of cookies. They might decide to describe the steps to make the cookies for another class (note that before writing, students have had the necessary experiences). The purpose for their writing is to explain how to make the cookies, the audience is the other class, and the task would be a recipe or perhaps an instructional paragrpah.

To illustrate the need for students' awareness of these three elements: purpose, audience, and task, let's suppose the class "room mother" assisted in the baking. Of course, a formal "thank-you" would be approprlate. thus, in this case, the purpose for writing would be to thank the mother, she would be the audience and the task would be a letter.

Thus we can have two totally different compositions resulting from the same experience: two totally different purposes for writing, two totally different audiences (for which tone of voice is adjusted), and two totally different tasks.

After grasping the purpose, audience, and task for writing a particular piece, students need to organize their ideas before beginning the first draft. They must be taught that the achievement of their purposes for writing greatly depends on the quality of organization of ideas which supports that purpose. Depending on their purpose, and their own level of writing sophistication, students may organize their ideas in many ways.

Children can order their ideas by chronological sequence, order of importance, cause and effect, etc. Depending upon their purpose students' oulines may be rough and informal or highly structured with formal question (main topic), answers (subtopics), and essential details.

D. Organization and Planning

In Language Arts Nov./Dec. 1979 Jerilyn Robovich describes ten categories of language use (Smith 1977). She then provides "a sampling of activites, placed in categories matching those of Smith, that permit children of various ages to use written language for many purposes." The following are some of her suggestions. A complete list can be obtained by referring to her article.

Purposes for Writing

Categories of Language Use	Sample Activities
1. Instrumental: to satisfy needs.	1. Ask a friend in a letter for directions to his/her house.
	2. Seek information about a particular city through a letter to the city's Chamber of Commerce.
2. Regulatory: to control another's behavior, feelings or attitudes.	1. Persuade others to vote for a candidate in the class election by preparing a poster.
	2. Urge a political representative to vote in a certain way through a telegram.
3. Interactional: to get along with others as well as separate from others.	1. Get to know a person in a pen pal letter.
	2. Provide feedback through a note to another person after his/her class presentation.

Categories of Language Use		Sample Activities
4. Personal: to express individuality and concepts about self.	1.	Share personal information in a bulletin board with each child having a turn during the year to be the focus.
	2.	Express feelings about love, death, personal accomplishments, and so on in a poem.
5. Heuristic: to seek and test knowledge.	1.	Develop questions in a written list to be asked of a person in an interview. The interview, with questions and responses, may be written up in the class newspaper.
	2.	Draft a set of questions or hypotheses to be tested in an experiment.
6. Imaginative: to create new worlds and fantasies.	1.	Compose a diary about an imaginary person.
	2.	Describe a new kind of cereal in a written advertisement.
7. Representational: to communicate information and descriptions and to express propositions.	1.	Inform the class of a small group solution to a class problem through the group minutes.
	2.	Prepare a script for an informational or news piece for a class television program.
8. Divertive: to produce enjoyment.	1.	Share self-created jokes in writing.
	2.	Prepare humorous comic strips for the class paper.
9. Authorization/Contractual: to state what must be.	1.	Establish as a class the rules children should follow as they work on an assignment with another student.
	2.	Create a mock version of the agreement that might have been made between the North and South after the Civil War.

Categories of Language Use	Sample Activities
10. Perpetuating: to record how things were.	1. Write a commentary with interview information gathered from grandparents about what they did for fun as children. 2. Prepare a time capsule containing both objects and written information about life in the present time.

Audiences for Writing

1. peer/siblings
2. known authority figures (teacher, principal, parent)
3. unknown authority figures (famous persons, government officials, newspaper editors)
4. self
5. children/younger persons
6. general audience (readers of magazines, novels, short stories)
7. specialized audience (as members of the same profession, people with the same hobby)

Forms of Writing

1. letter (business, social)
2. report (research)
3. diary/journal
4. dialogue, scene, play
5. narrative
6. poem
7. description
8. character study
9. advertisement/commercial.
10. caption
11. telegram
12. headline
13. feature article
14. cloze passage
15. essay
16. short story
17. editorial
18. puzzle
19. game
20. chart
21. recipe
22. menu
23. directions
24. review
25. summary
26. outline
27. joke
28. epitaph
29. obituary

30. monologue
31. human interest article
32. biography
33. autobiography
34. news report
35. definition
36. telephone message
37. resume
38. form (application, census, etc.)
39. accident report
40. notes
41. interview
42. weather report
43. math problems
44. graph interpretation
45. syllogisms
46. dictation

II. WRITING

A. Rough Draft

"Get it down. Take chances. It may be bad, but it's the only way you can do anything really good." William Faulkner said these lines when referring to the writing of a first draft. The basic consideration of students when writing a first draft should be writing:

1. for the designated purpose
2. to the designated audience
3. in the appropriate task
4. in a manner clear and understandable to the reader

Importance of mechanics during the writing of a first draft is secondary to the development of ideas. In this stage, students are primarily concerned with fleshing out their plan.

To facilitate "the getting it down," aspect of the first draft writing, students should use these techniques:

1. Skip lines to allow for later improvements and corrections.
2. Circle any words for which spelling is unknown.
3. Place an asterisk before any sentence which seems awkward or unclear.
4. Place a check mark in front of any sentence in which one is unsure of punctuation or capitalization.
5. Underline any word for which a more suitable synonym is required.

Again the whole idea in this step is to get it down. Students should be in an environment where they can write freely without interruption that would break their trains of thought.

E. Revision

In the books they read, students see literature in its final form only. They are not aware of the long, perhaps even frustrating hours the author devoted to his work. They do not see there on the page with the final product all the scratch-outs and penciled-in revisions. Therefore, they do not see writing as a process and so, when they put pen to paper, children believe that when they complete their poem, story, or report, it is finished...it is the best they can do. Therefore, it is important that a teacher show students that writing is a process and at the core of that process is revison. Following are some analysis techniques teachers may use to achieve this goal.

1. Analysis

a. Modeling

As the class looks on, the teacher could write a model composition of her/his own on the blackboard or overhead projector. She/he analyzes the first draft and makes any necessary revisions, pointing out why she/he has changed a word here, switched sentence order there and so on. She/he continues this process until she/he feels satisfied with her/his work.

In the meantime, the students have had the opportunity to see the analysis -- improvement stage in action. They have also seen that like them, words do not magically flow in a stream from teacher's pen. As it is for them, writing is hard work for teacher, too.

b. Checklist

To facilitate students analysis of their papers, the teacher should post a set of revision checklist directions. At the very top of the list should appear these four basic considerations:

1. Does my writing address the purpose?
2. Does my writing speak to the intended audience?
3. Have I accomplished the task?
4. Is my message clear?
    - a. Is my main idea expressed clearly?
    - b. Is my main idea supported by appropriate details?
    - c. Does my writing demonstrate my plan of organization (time sequence, order of importance, etc.)

If students find they have failed to satisfactorily complete any of these basic requirements, the analysis should be temporarily halted. Further scrutiny into the area of sentence structure, usage, punctuation and so on is pointless if students have not understood the purpose, audience and task.

The teacher must first help students get back on track in these basic areas before more thorough analysis can begin.

When students are confident they have achieved the basic four, they address themselves to the remaining items of the checklist which may include some of the following.

Sentence Structure/Syntax

1. Have I used a variety of sentence structure?
2. Have I used variety in sentence length?
3. Are my sentences free from errors?

    a. run-ons
    b. fragments
    c. subject-verb agreement

Word Choice

1. Have I used clear language?
2. Have I used words accurately according to their meanings?
3. Have I demonstrated an appropriate level of usage?
3. Have I demonstrated an adequate vocabulary, and avoided repetition of words?

Such elements as spelling, punctuation, etc. will be handled in the editing checklist.

c. Oral Reading

A great facilitator in the analysis of students' written work is oral reading. When a student reads her/his work aloud, many problems that have gone unnoticed may come to the surface. For many students, particularly young writers, the ears frequently detect errors that the eyes miss.

In oral reading:

1. Students must read papers exactly as they are written.
2. Students must listen attentively to themselves for the following items:

    a. natural pauses and stops-pauses for commas, stops for periods

b. listen for repetition of words
c. listen for run-on sentences:
   If a student runs out of breath before he finishes the sentence, it is probably too long.
d. Listen for sentence sense:
   awkward sentences, words left out, etc.
e. listen for variety of sentence length:
   Students can hear a series of short, choppy sentences.
f. listen for variety of sentence structure:
   Students can identify sentences that all follow the same pattern and recognize that this may be undesirable

Students may read their writing to themselves, to a partner or to a group of peers. In the classroom itself, students have a readily assessible audience to whom they can express their thoughts, feelings, and imagination as they read their writing. It is the role of the audience to listen attentively and to respond with their own thoughts and ideas to the ideas they have heard expressed in the writing.

Given proper instruction, students can learn how to become a good audience. They can learn to listen for what the writer has to say and how she/he says it. Students can hear if the writing achieves its purpose. They can hear run-ons and sentence fragments of organization and word choice. Finally, they can also be taught how to make specific, supportive suggestions of the writing that the author has done particularly well. In fact, peer support and evaluation can provide strong motivation for any writer to improve a draft.

2. Improvement

As mentioned in the first draft section, it is highly recommended that students skip lines when writing a First Draft. This will accommodate scratch-outs, insertion of words or whole sentences, or exchange of word or sentence order.

The purpose of teaching students the composing process is so they will become independent writers. However, realistically some students will need considerable assistance. Teachers should conference with students individually. Those children who demonstrate chronic problems are candidates for further instruction.

Finally, if teachers are truly concerned that students understand that writing is a process, they must allow time for it. Analysis takes time. Improvement takes time. Teacher and students must accept this fact and not rely on proceeding from first draft to final draft in a single day. As analysis-improvement is a cyclical process, a number of class periods may be needed for a final product to emerge.

C. EDITING

After having made necessary major revisions, students move to the analysis of the more mechanical elements of our language. Below is an example of a typical editing checklist:

1. Have I spelled correctly?
2. Have I punctuated correctly? (Oral reading will help here.)
3. Have I used correct capitalization?

D. FINAL DRAFTING

Students copy their writing to final draft form:

1. Handwriting is neat and legible.
2. Since students frequently make copying errors and to insure the final draft is as free of mistakes as possible, they should repeat the editing procedure.

III. PUBLISHING

Part of the philosophy underlying the writing process is that students write to be read. The process stresses student awareness of a purpose and an audience for writing. Without publication of finished works, the writing process itself has not been completed. Without some type of publication or display of their work, students may lose the sense that their writing is meaningful communication. Furthermore, if there doesn't exist the prospect of publication, students may lose the desire to improve their writing. Following are some methods for publishing students' work.

PUBLISHING TECHNIQUES

1. Bulletin board display
2. School newspaper
3. School handbook
4. School anthology
5. Local newspaper
6. Children's magazines
7. Pen pal letters
8. Poetry booklet
9. PTA newsletter
10. Display of stories in the library
11. Taped stories
12. Written work exchanged with a class in another school
13. Written work read orally to the class, in an assembly, or to family members

It is important to note that not every written piece that a writer begins will be developed enough to be published. However, a teacher should make every effort to insure that students develop some of their written work well enough to be published. The recognition and self satisfaction that students get from having their written work seen by others is most important.

EXPECTATIONS FOR STUDENT WRITING

LEVEL II (Grades 4-6)

The student will be able to write:

1. Journal entries, sometimes using teacher-suggested topics and sometimes self-selected topics
2. Words, phrases, captions
3. Sentences, moving from dictated to independently written
4. Narratives, moving from oral to written form
5. Friendly letters, such as a thank-you note, an invitation
6. Poems, structured such as haiku, cinquain, or limerick, and free form
7. Descriptive paragraphs, involving related sentences
8. A paragraph of autobiography, moving from oral to written form
9. A report based on facts gathered from observation and/or reading
10. A paragraph giving directions to get from one area to another
11. A paragraph explaining how to do a specific task
12. A summary sentence based on oral or written information

EXPECTATIONS FOR STUDENT WRITING

LEVEL II (Grades 4-6)

The student will be able to write a/an:

1. Journal entry, sometimes using a teacher-suggested topic and sometimes a self-selected topic
2. Paragraph involving topic sentence and supporting details
3. Narrative of personal experience
4. Single paragraph to multi-paragraph piece, giving directions in logical sequence
5. Single paragraph to multi-paragraph piece explaining how to do a specific task in logical order
6. Multi-paragraph report based on observation and/or investigation
7. Friendly letter, including a thank-you note, an invitation, a letter to a friend or relative
8. Business letter or request
9. Autobiography
10. News report including who, what, where, when, why and how
11. Headline, capturing the main idea
12. Feature article, using narration or description
13. Editorial stating personal opinion and giving supporting ideas
14. Advertisement or commercial, involving elements of persuasion and mass appeal
15. Persuasive paragraph, making a statement and using supporting evidence
16. Poems, riddles, tongue twisters
17. Dialogue involving fictional characters, real people, or animals
18. Summary of literary work, moving from a single paragraph to a multi-paragraph piece
19. A brief short story including the elements of character, setting, and plot
20. Fable which includes characters, setting, action and moral

21. Skit involving plot, dialogue, and setting

22. Character study involving generalizations and specifics based on a character in a story or play

23. A personal response to literature

EXPECTATIONS FOR STUDENT WRITING

LEVEL II, 4-6

For each task, the teachers and students will identify the purpose and audience.

	Writing Tasks	Comments
1.	Journal entries, sometimes using teacher-suggested topics and sometimes self-selected topics	The practice of writing in journals at least two or three times each week should continue at this level. Children should be encouraged to look back over their journals to select topics they might like to develop to the publication stage.
2.	Paragraph, involving topic sentence and supporting details	Although not all paragraphs are structured in this fashion, it is a practical structure for students to know for certain purposes. The content of these paragraphs can be from subject areas other than English.
3.	Narrative of personal experience	A continuation of a similar task in Level I, at this level students may be expected to give more detail and use more varied sentence structure.
4.	Single paragraph to multi-paragraph piece, giving directions in logical sequence	An extension of a similar task in Level I, the piece involves the use of direction words (north, south, up, below), and sequencing words (first, then, after). Simple map reading or drawing is a possible prewriting activity.
5.	Single paragraph to multi-paragraph piece explaining how to do a specific task in logical order.	An extension of a similar task in Level I, the task may involve a few more steps. The directions should concern a real classroom activity as often as possible, such as how to set up a science experiment or how to complete an art project.
6.	Multi-paragraph report based on observation and/or investigation	Sub-tasks involved in this activity are note-taking and organizing information. Also involved are the abilities to recognize relevant information and to recognize the difference between fact and opinion. Children should have opportunities to write reports from direct observation as well as from reading.

7. Friendly letter, including thank-you notes, invitations, letters to friends or relatives	A continuation of the letter writing activity of Level I, the occasion for the letters should be real and the letters actually mailed. Letters to absent classmates or to pen pals can be important writing activities.
8. Business letter of request	A business letter form should be introduced in the intermediate grades. The letters should be real, asking for information, free materials, etc.
9. Autobiography	The autobiography should be more extensive than the autobiographical paragraph listed in the Level I expectations. A class album, including snapshots, is a good publication. The teacher's autobiography should be included.
10. News reports including who, what where, when, why and how	Many skills are involved, including notetaking, using the inverted pyramid style of writing, recognizing the difference between fact and opinion. The news report should be based on a school, classroom, a school sports incident. Sometimes having students write a news story based on an incident in a story or fable they are reading is a good way to develop their understanding of the story and also practice the news story format.
11. Headline, capturing the main idea	The headline can be written for the news story above or as a way of interpreting the main idea of material students have read in one of the content areas.
12. Feature article, using narration or description	Reading feature articles in a children's newspaper or magazine and discussing their characteristics is a way of preparing for this stressed and revisions made if not enough specific detail has been included. Naturally, the feature article will not be as complex as one written by an adult.

13.	Editorial stating personal opinion and giving supporting ideas	An important concept is that a statement of opinion should be supported by details, reasons, examples. The editorial should be on a subject relevant to the children's experience.
14.	Advertisement or commercial, involving elements of persuasion and mass appeal	The task involves recognizing a product's attributes, using key descriptive terms, and using attention-getting techniques, such as jingles, alliteration. The activity can lead to the task of writing a persuasive paragraph. Writing an advertisement for an absurd product can lead to a discussion of propaganda techniques. Performing the commercial can be a speaking/listening activity.
15.	Persuasive paragraph, making a statement and using supporting evidence	The activity differs from the editorial in that the paragraph has the purpose of persuading someone to do something, and may have a much more limited audience.
16.	Poems, riddles, tongue twisters	The activities afford pleasure and increase facility with language at the same time. Rhythm, figurative language and, in some cases, rhyme are involved. The poems may be free verse or follow a structure the teacher has taught or reviewed.
17.	Dialogue involving fictional characters, real people or animals	"Publication" may include rehersal and oral reading of the dialogue by two or more students.
18.	Summary of literary work, moving from a single paragraph to a multi-paragraph piece	The summary will help the students recognize the elements of a short story, including plot, character, setting, theme.

19. Brief short story including the elements of character, setting and plot	Students may need to discuss or review the elements of stories they have read recently and possibly plan the stories they intend to write by charting the characters, the place of action, the action (conflicts) and the conclusion (resolution). The stories can be made into a class anthology.
20. Fable which includes characters, setting, action and moral	Prewriting includes reading selected fables and identifying characteristics which make a fable different from a short story. The class might invent several morals as a group before individual students select one to use. An illustrated anthology after the fables are brought to the publication stage could be an addition to the class library.
21. Skit involving plot, dialogue, and setting	Students will use the skits or short plays they have read in class as models. They need to note the elements specific to a play such as stage directi[illegible] scene introductions and punctuation of dialogue. The skits should be performed.
22. Character study involving generalizations and specifics based on a character in a story or play	The task involves both literal and inferential interpretation. The concept of supporting a generalization with appropriate detail is important.
23. Personal response to literature	The task involves interpretation and evaluation. Students should clearly understand the difference between a summary and a response.

LESSON PLAN FORM

TYPE OF WRITING: (Include here the general mode or form of writing, such as exposition, poetry, report, etc.)

PREREQUISITE SKILLS: (List here the skills the students will need to complete the activity.

PURPOSE: (Be sure to explain the purpose, or with the students, develop the purpose for the activity,)

AUDIENCE: (Writing activities should be directed to a specific audience to give the activity more practical meaning for the writer.)

TIME: (Estimate the number of class periods to complete the activity.)

MATERIALS: (What materials will you or the students need to complete the activity?)

PROCESS

PREWRITING: (List in a detailed fashion the steps the students will take to complete the activity. These steps should follow the stages of the composing process.)

DRAFTING:

REVISING:

EDITING:

PUBLISHING:

CRITERIA FOR EVALUATION: (Be certain to let students know how they will be evaluated. Evaluation should focus on the skills and purpose stated above. Vary the evaluation process to include peers, appropriate adults and the student writer as well as the teacher.)

ADDITIONAL ACTIVITIES: (These may be variations or extensions of the original activity to suit individual students.)

Holistic Scoring

The following paragraph is an excerpt from the manual for the Writing Test for New York State Elementary Schools. This will help explain how to use the holistic rating guide.

> "For the Writing Test for New York State Elementary Schools, a 4-point rating scale is used, with 4 being the upper limit of the scale. Specific criteria have been established for each of the four score levels and for a zero score. The rater must clearly understand these criteria and keep them firmly in mind in order to make realistic and consistent judgments in the evaluation of the students' responses. Each student's response is to be judged solely on the basis of the established criteria and not in comparison with the other responses in the group being evaluated."

CRITERIA FOR RATING STUDENT RESPONSES*

Level 4	Level 3	Level 2	Level 1
Develops the assigned topic in an interesting and imaginative way.			
Demonstrates a logical plan of organization and coherence in the development of ideas.	Develops the assigned topic using an acceptable plan of organization.	Attempts to develop the assigned topic but demonstartes weakness in organization and may include digressions.	Minimally addresses the assigned topic but lacks a plan of organization.
Developes ideas fully through the use of support material (examples, reasons, details, explanations, etc.) that is relevant and appropriate.	Demonstrates satisfactory development of ideas through the use of adequate support material.	Demonstrates weakness in the development of ideas with little use of support support material.	Does not use support material in the development of ideas or uses irrelevant material.
Shows skillful use of sentence vareity.	Uses some sentence vareity.	Demonstrates sentence sense but has little sentence vareity.	Demonstrates a lack of sentence sense.
Uses specific, vivid language.	Uses appropriate language.	Ocassionally uses inappropriate or incorrect language.	Frequently uses inappropriate or incorrect language.
Makes few or no mechanical errors.	Makes mechanical errors which do not interfere with communication	Makes mechanical errors which interfere with communication.	Makes mechanical errors which seriously interfere with communication.

ZERO PAPER: Is totally unrelated to the topic;
or
Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response;
or
Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the of the response;
or
Is a blank paper.

*Minor revisions have been made in these criteria since they were first published in the Writing Test for New York State Elementary Schools, Rater Training Packet, Fall 1982.

The topic for Part I of the May, 1983 Writing Test was:

Directions: For Part 1 of the test, you are to write about the topic in the box below.

After you get up some days, nothing seems to go right.

Write a composition of about 150 words telling about a day when nothing seemed to go right for you.

****

****

The following are rated samples of student papers.

Sunday, May, 1, 1983, I was home flying my kit and all of asudin My string brock and boy after that my day was tarable. Then my cosin came back from the amy.

Fri, April, 27, 1983, me and my big siter went to see Rock III and the scrien brock and we cuddent see Rock III any more and ower day went bad all day

Rated level 1.

..My wer's day's are when it rain's,
Because then I cant go out and play wich my frinds, so thats when I get grump, then I get my-self in a hole lot trubbel.

One day I wock up, it was raining realy heard, my grandmother told me to brush my teeth, so I did it, When I got the toothpast on my brush, it fell of my brush on to the flar. I started brushing, then I realized that thar was nothing on the brush, so I looked on the flor and I steped in it and ever sonce, I was grumpy for that day.

Ner the end of the day I was realy grumpy then so I went out on the frunt porch and trend on my radio and heard Eddy Rabbit singing, I love a raine night, so ever sonce then im not grumpy on a raining night.

Rated level 2.

"A Horrible Day"

It all started on a Friday Friday 12, 1993 it was the most rotten day I had ever had . Every thing went wrong on that Friday I could have pulled all of my hair out that day.

Well for startors I got up out of bed and tripped and broke my arm and that meant I couldn't go to my baseball game and that same day was the play-off between my team and the mets. The next thing was that my gerbil ate half of my mothers chair there was stuff all over the place. The next bad thing was that my cat got lost in the woods in back of our house and after that wouldn't you know I got locked in the bathroom.

Well after that I took it easy on my arm and it got better. And I bought my mother another chair and she was happy. After that we found our cat that got lost. And after I did all that I got locked in the bathroom but I picked the lock and got out.

Rated level 3.

It was Friday, the thirteenth when my day was bad. First thing was I fell out of bed and missed the floor. I dreamed I ate the worlds biggest marshmallow and my pillow was missing.

Some things that didn't go wright were I ate mouse poison for breakfast. I thougt it was Grape Nuts cereal and I lived. I brushed my teeth with mom's and dad's Preparation H. thats why it tasted strange! I went to ride my bike down a hill and my handle bars fell off! And then my brakes didn't work. And I landed in the road and got hit by a car and had to be taken to the hospital and they made us pay one-hundred billion dollars for a braken leg.

This time I think I'll check the brakes and handle bars and look what I'm eating. I'm going to put pillows all around my bed and not have a pillow on my bed.

Rated level 4.

Section II

Student Teaching Packets

Pre-writing Activity: Topic

The teacher will separate news stories from their headlines. Students are asked to match a story with a headline.

> Hint: Use primary newspaper articles from such sources as Weekly Reader, Ranger Rick Magazine, Scholastic Press, etc.

Pre-writing Activity: Topic

Teacher will write a topic on the board:

> Example: Bubble Gum is Good for Kids.
> There should also be sentences on the board which would support the topic as well as a few unrelated sentences. Through discussion, supportive sentences will be recognized and unrelated sentences eliminated.

An optional writing activity would be to ask the students to organize the related sentences into acceptable paragraph order. If the teacher wishes, another topic could be substituted.

Writing Activity: Topic

Teacher may put on the board, on a chart, or in a packet, sample paragraphs with topic sentence omitted. The student will develop an appropriate topic sentence for each paragraph. The student may be asked to copy the entire paragraph (optional).

Examples:

____

____

This boy wears a striped shirt. He has a loudmouthed sister. Charlie Brown is a good friend of his. Most of the time he has a blanket for security.

____

____

It was a reptile which grows to be thirty feet long. This animal lives in South America. The anaconda snake strangles its victims but is not poisonous.

____

____

He is about three feet tall. His arms are very long and his skin is all wrinkly. He loves Elliot very much. When he got left behind, he tried to phone home.

Writing Activity: Topic

The student will develop a well-constructed paragraph on a given subject which should include a topic sentence with supporting details.

Examples:
- My Favorite TV Character
- Motorcycles
- Camping
- Homework
- Gymnastics

Pre-writing Activity:

The teacher will provide game cards for "Tip-Top-Topics" as follows: 15 topic cards and 15 topic sentence cards. Use green cards for topics and yellow cards for topic sentences. Laminate to prolong use of game.

Players: 2 to 3 (In case of disagreement, teacher acts as moderator.)

All green topic cards are shuffled and placed face down on the table. In a separate pattern, place the yellow topic sentence cards face down (like Concentration). The game should be played according to regular Concentration rules. Be sure the player leaves both cards face up until he has completed his turn.

Suggestion: Teacher may increase the difficulty of the game by adding more topic and topic sentence cards.

Writing Activity: Topic

Students will make their own game cards for topics and topic sentences to play "Tip-Top-Topics."

Four Food Groups	To have healthy bodies, we need to learn to eat from the four basic food groups.
Smoking	Today's research tells us many reasons why smoking is bad for your health.
Books	A "friend" on a rainy day is a book.
	Tip-Top-Topics

Ice Skating	My favorite winter sport is ice skating.
Christmas trees	Norway spruce and scotch pine trees are used as Christmas trees.
Shoes	Sneakers, hiking boots, and bedroom slippers are all kinds of shoes.
Tools	Hammers, saws, sanders, and screwdrivers are all carpenters' tools.

Ice Cream Sundaes	Have you ever tried a Reese's Pieces Sundae?
Amphibians	Certain creatures are able to live on both land and water.
Rivers	One of the world's longest rivers is the McKona in Viet-Nam.
American Indian Tribes	Several groups of Indians lived in the Eastern woodlands.

Juices	Although I like tomato, grapefruit and pineapple too, my favorite breakfast juice is orange juice.
Clouds	Do you think poets thought about weather when they looked at the clouds?
Christmas Tradition	The tradition of having a tree in homes at Christmas originated in Germany.
Pets	Pets require a sense of responsibility from their owners.

STP

Organization

Objective:

1. Student will recognize that there are different patterns of organization.
2. Student will be able to write an organized paragraph.

Pre-writing Activity: Classification

The teacher will prepare a paper bag containing chalk, pen, rubber band, paper clip, magic marker, pencil, pen eraser, board eraser, pencil eraser, paper fastener, and crayon.

Give a small group of students the bag of items to organize by any method they choose.

Hint to teacher: Students may rank by size, etc. or sort items into piles according to color, use, texture, etc. Any plan of organization that the students can support is acceptable.

Discuss with the group the reasons for their pattern of organization. Then ask the group to reorganize the items according to a different plan. Each new plan should be discussed.

Have students reorganize the items into as many different patterns as possible. The more practice with the development of organizational patterns, the better students will be able to organize their writing.

Pre-writing Activity: Classification

The teacher will collect magazine pictures of many seasonal sports. Students may help with the collection.

Ask a small group of students to organize the pictures in any manner they wish.

Hint to teacher: Students may organize according to individual vs. team sports, male vs. female sports, professional vs. amateur sports, seasonal sports, by equipment used, etc.

Have students reorganize into as many different patterns as they can.

Pre-writing Activity: Classification

Brainstorm the topic, "Clothing"

The teacher will list the items on the board.

Examples: mittens, boots, snowmobile suit, scarf, hat, jacket, sweater, bathing suit, socks, jeans, blouses, shirts, halters, etc.

Ask the students to develop two categories of classification. The teacher writes these on the board or a chart table. Retain the lists for further use.

Examples: winter/summer clothing; boy/girl clothing; above the waist/below the waist; indoor/outdoor, etc.

The teacher and students will select one category, and write a class paragraph emphasizing a topic sentence (which identifies the category), three supporting sentences (which include items from the classification list), and a concluding sentence (which makes some comment about the topic).

Students will copy each sentence as it is put on the board. This also aids the teaching of revision because students will have to make revisions as the group dictates.

Writing Activity: Classification

Each student will use the second classfication list that was developed in the previous pre-writing activity, and will develop a five sentence paragraph.

Pre-writing Activity: Classification

The teacher selects a vareity of ten to twelve books (sizes, colors, subjects, levels, etc.). The teacher places books on a table and asks students to organize by any method they choose.

Hint: Students may group by size of print, number of pictures, type of story, subject matter, etc.

Discuss with students their reasons for their choice of organization. Then ask the students to regroup the books in as many new patterns as possible. Each new pattern should be discussed.

A suggested writing activity might be to have the students select at least three books of one group (three books of science ficton, three boks of one subject area), and write a well organizaed paragrpah about his/her selection.

Writing Activity: Classification

Ask students to brainstorm the topic: "Things That Are Sticky". As the teacher records their ideas on the board, students will copy them.

The students should classify and organize the items.

Hint to teacher: The students may classify according to foods, non-foods, etc.

Then each student will develop a five sentence paragraph that includes a topic sentence, three detail sentences, and a concluding sentence. The students may use the previous pre-writing activity as a model.

Pre-writing Activity: Sequence

Give each student an envelope containing cartoon squares cut from a newspaper. Ask students to put the cartoons in correct order. The teacher and students will discuss the sequence.

Pre-writing Activity: Sequence

The teacher will prepare envelopes which contain sentence strips taken from a logically ordered paragraph. The students will arrange them in sequential order. Have the students read the paragraph loud, and discuss the order.

Example:
On April morning Craig decided to
plant some seeds for flowers.
He dug holes
He went into his backyard.
Then he covered the seeds with dirt.
He put the seeds into holes.
As he watered the newly planted seeds,
Craig thought about May flowers.

Pre-writing Activity: Sequence*

Place the following statements on the board. Students are to read the statements and number them in the order in which they occurred. That procedures may be accomplished orally at the board or as a writing exercise at their seats.

BENJAMIN FRANKLIN

_____In his later life he went to France as an ambassador.

____ He moved to Philadelphis when he was seventeen.

_____He invented bifocals and a platform rocking chair.

_____Ben was born in Boston, Massachusetts.

_____Later he became an inventor and a scientist.

_____When he was a boy he learned the candie-making trade from his father.

_____He was over eighty years old when he died in Philadelphia.

_____After he arrived in Philadelphia he learned the newspaper business.

---

*Taken from Righting Writing, p. 83.

Writing Activity: Sequence*

The following paragraph is poorly written. Read the paragraph and decide how the order of the sentences could be improved. Recopy the sentences in order on the numbered lines below.

Father cooked supper over the open fire. We did a lot on our family camping trip. We packed and went home. Jim and I slept in our sleeping bags. Mother and father found a good spot to spend the night. We sat around the campfire singing songs that evening. Jim and I hiked up to the mountains before supper. Dad and I got up early the next morning. We set up camp in a clearing near a brook.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

Using the correctly ordered sentences above, recopy them in paragraph form on the lines below. Choose an appropriate title for the paragrph. Place the title on the first line.

____

____

____

____

____

____

____

____

____

*Taken from Righting Writing, p. 83.

Writing Activity: Sequence*

Students will watch skits performed in class. Each student will choose one of the following writing assignments to complete:

1. Diary entry that explains in chronological order what he saw.
2. A friendly letter telling a friend about the skit in the order of occurring events.
3. A gossip column pretending to have overheard the discussion.
4. A paragraph expressing the writer's point of view using events from the skit to support his/her opinion.

Writing Activity: Sequence

The teacher designates one student to be the victim. The other students are the witnesses. The victim goes through a series of different actions, (grasps throat and gasps, climbs on table, or falls on floor, or both, waves to someone out the window, jogs in place, etc.). The victim lets others know when he/she is finished by sitting down and stating: "I'm innocent." The students then must sequentially order these actions on paper. The student who correctly orders these is the next victim.

Writing Activity: Sequence

The students should proceed toward composing their own properly sequenced pieces of writing. The following list of topics may be used for the purpose.

How to Get to the Principal's Office
How to Catch an Active Frog
How to Make Your Teacher Laugh
How to Make a Paper Airplaine
How to Blow a Double Bubble

*Taken from Righting Writng, p. 82.

STP

Development of Ideas

Objective:

Student will be able to use details, examples, reasons, explanations, or other relevant support material when developing written work.

Writing Activities: Development of Ideas

The following pages contain some samples which the teacher might use to guide students in developing written work. The teacher should encourage the use of details, examples, reasons, explanations, or support material.

Pre-writing Activity: Development of Ideas

The teacher will select a picture (from magazines or student texts) that show some activity. Using a blackboard list of basic questions - who, what, when, where, why, and how - a discussion of ideas from the students should follow.

Pre-writing Activity: Development of Ideas

Using the verbal responses from the previous pre-writing activity, the students and teacher will construct a fully developed paragraph about the picture.

Writing Activity:

Using other activity pictures supplied by teacher or students, the student will write his own fully developed paragraph. He should use the basic question format developed in the Pre-writing Activity.

Pre-writing Activity: Development of Ideas

The teacher should obtain posters of past events such as those which advertise an ice cream social, sport event, etc. Students should identify:

What happened
Who was involved
Where did it happen
When did it happen
Why was it held
How (optional)

The students, with teacher guidance, will write a summary of this event in paragraph form. The teacher will record the paragraph on the board as the students dictate. Another option would be to have students themselves copy the paragraph.

Pre-writing Activity: Development of Ideas

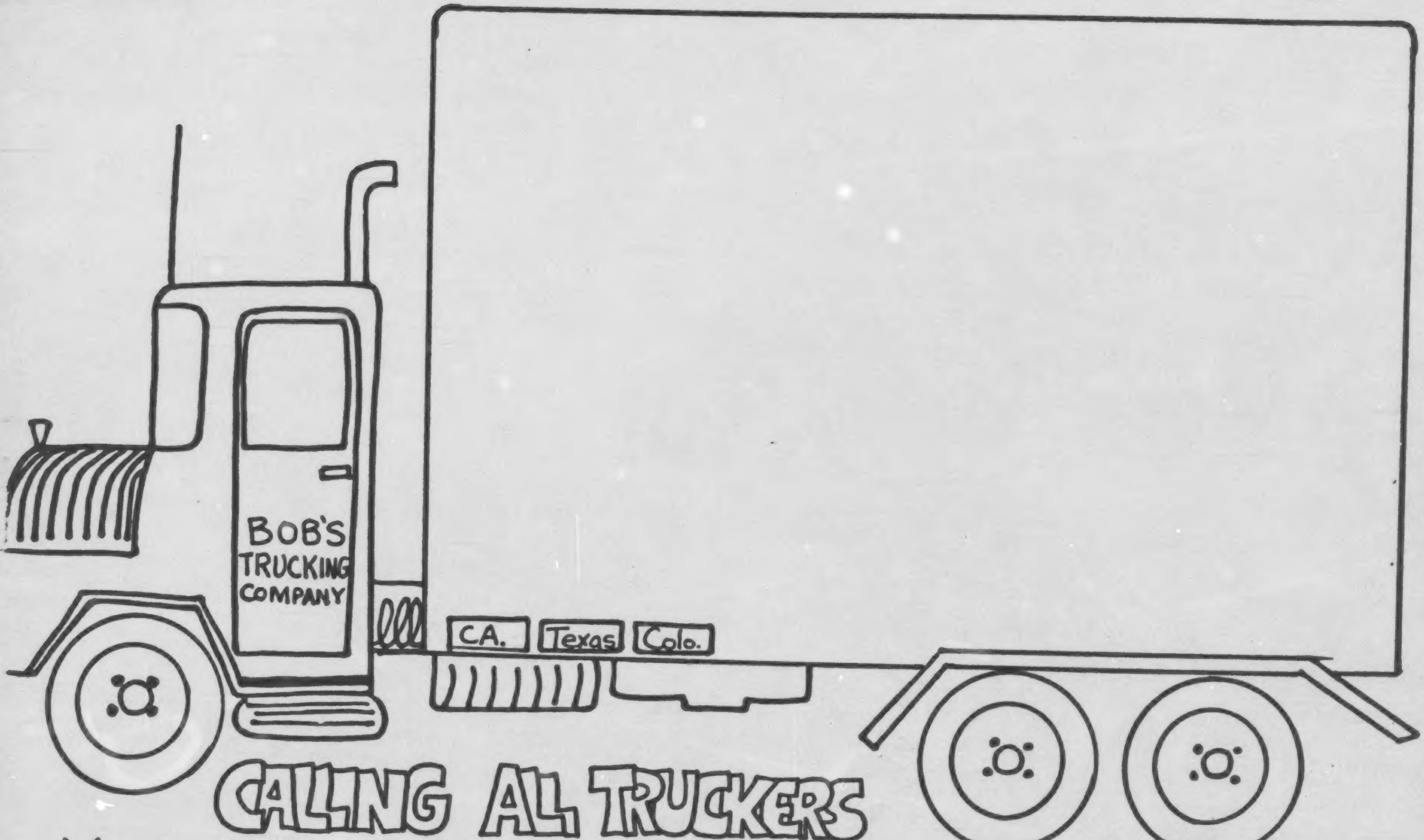
The teacher provides several choices of events that would be suitable subjects for posters.

Examples: Sandwich Contest
School Play
Track Meet
School Concert
Football Game
Scout Cookie Sale
Airport Open House

The teacher should have appropriate art materials available. Each student will choose an event and construct a poster with the necessary information.

Writing Activity: Development of Ideas

When posters are completed, students will exchange posters with each other. They will write a newspaper paragraph summary of the event. The summaries and posters should be displayed.


BOB'S
TRUCKING
COMPANY
CA.
Texas
Colo.

CALLING ALL TRUCKERS

You have this great big EMPTY TRUCK and can take it anywhere you want.

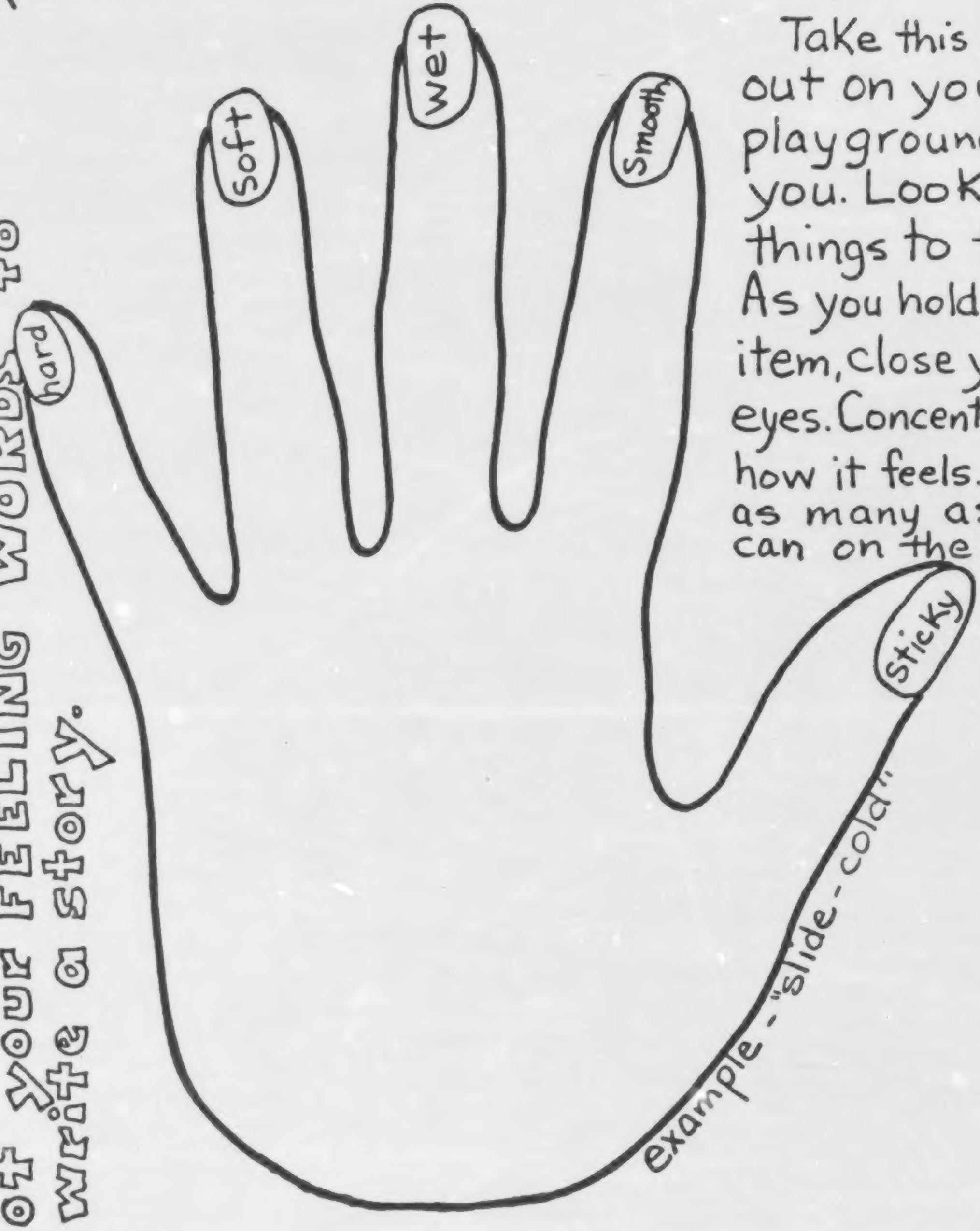
① What will you carry? Cut pictures from catalogs or magazines.

② Where will you go—why? Write your truck story on the back.

Teacher's Gold Mine, p. 158

REAL FEEL

Translate your touch to words.

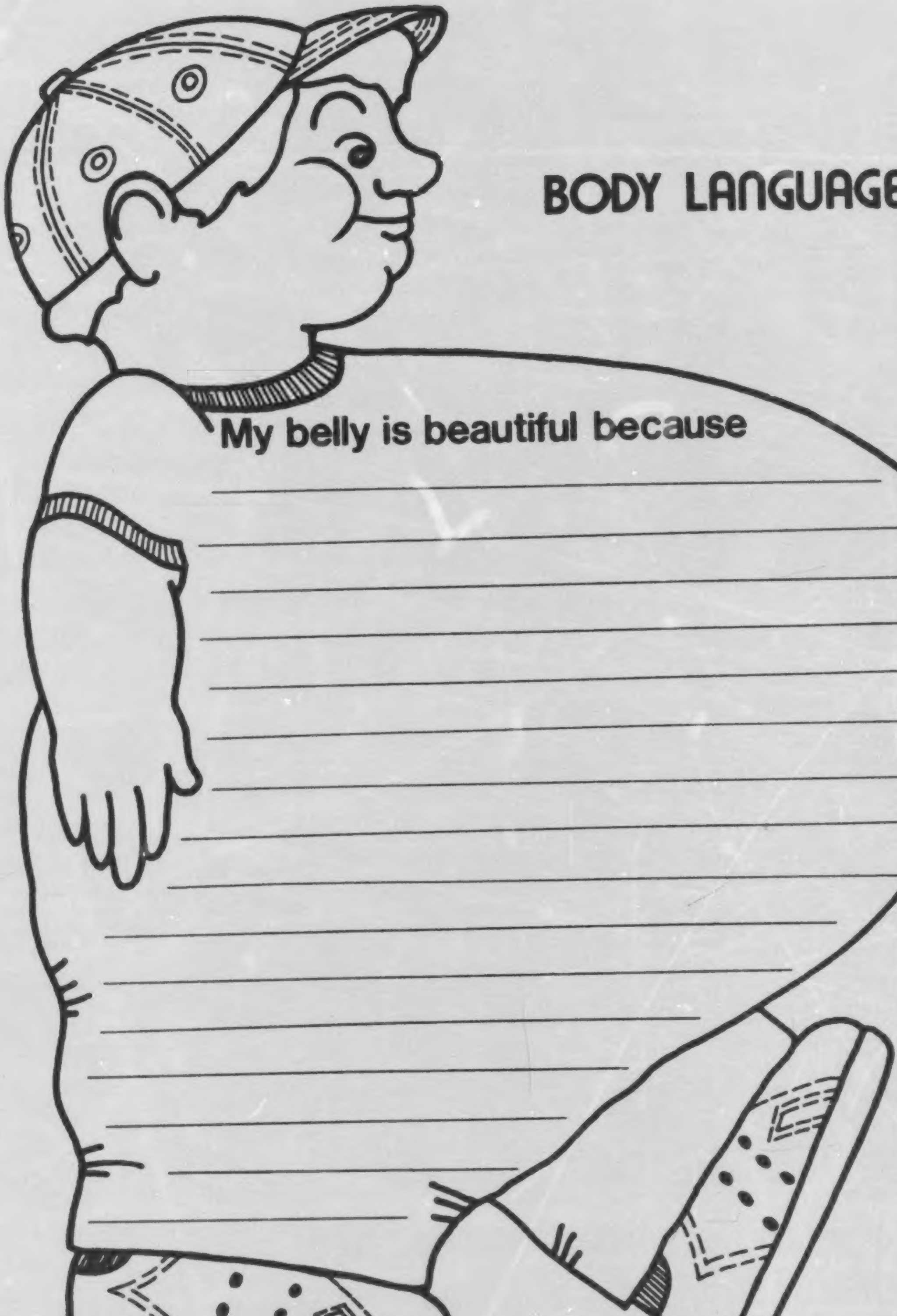

hard
soft
wet
Smooth
sticky
example - "slide - cold".

Take this sheet out on your playground with you. Look for things to touch. As you hold each item, close your eyes. Concentrate on how it feels. Record as many as you can on the hand.

You may want to use some of your FEELING WORDS to write a story.

Gold Mine, p. 159

BODY LANGUAGE



My belly is beautiful because

NICE, p. 14

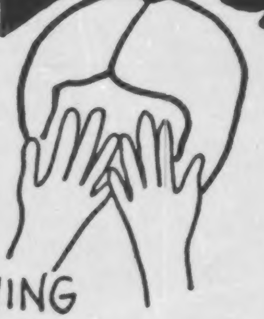
Goin' buggy

What's bugging you ? ? ?

Write about it.

Gold Mine, p. 157

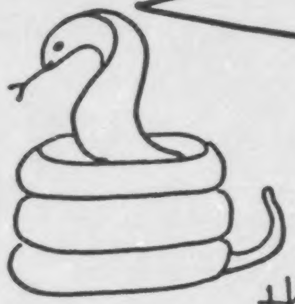
I'm scared



That's O.K.
I am too, sometimes!

I don't like LIGHTNING

or SNAKES



or SPIDERS

Some people don't like the DARK

others are afraid of dogs.

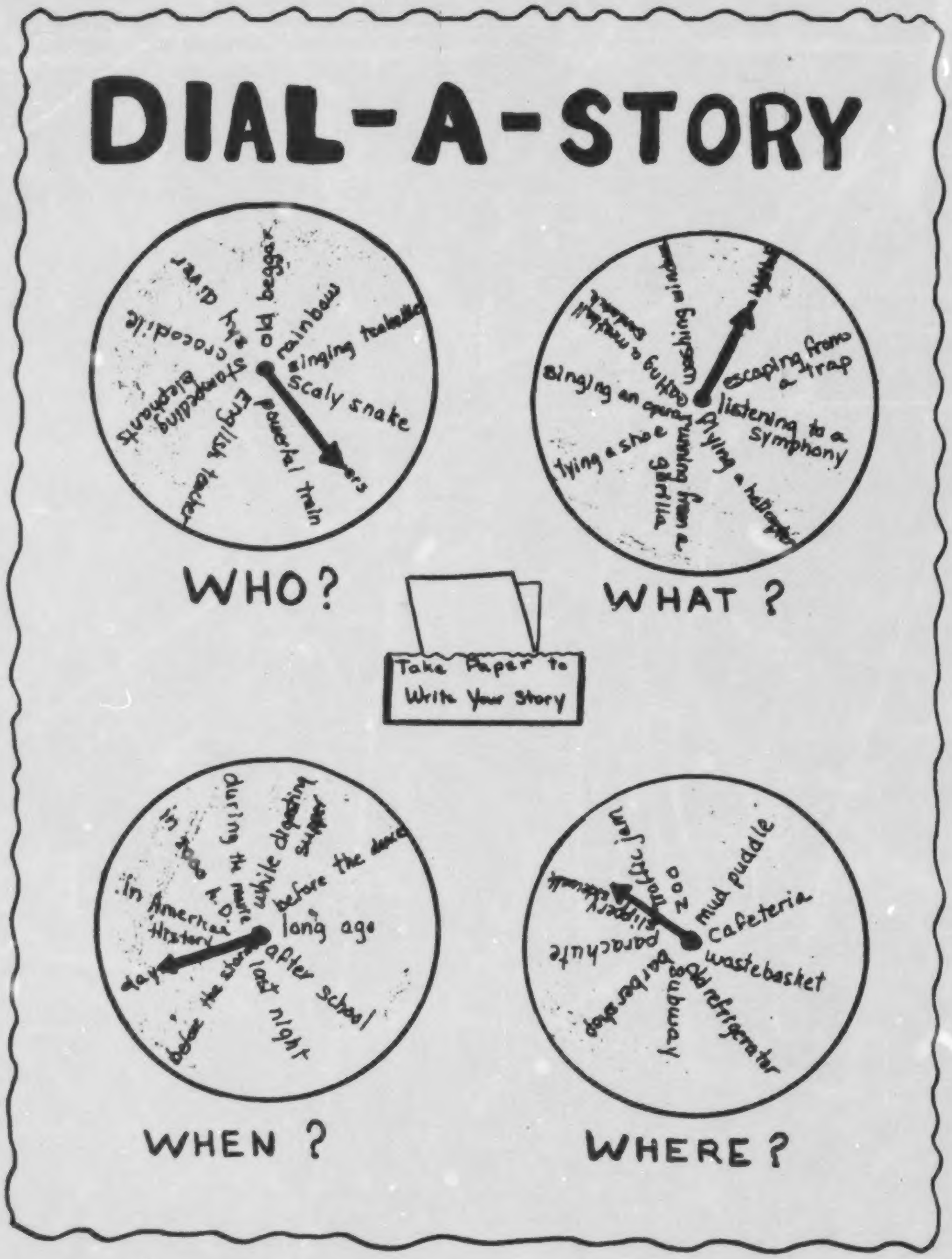
what about YOU?

Write 3 things you are afraid of.
1.______________________________
2.______________________________
3.______________________________

What about people? Is there someone who frightens you? Can you tell about it?

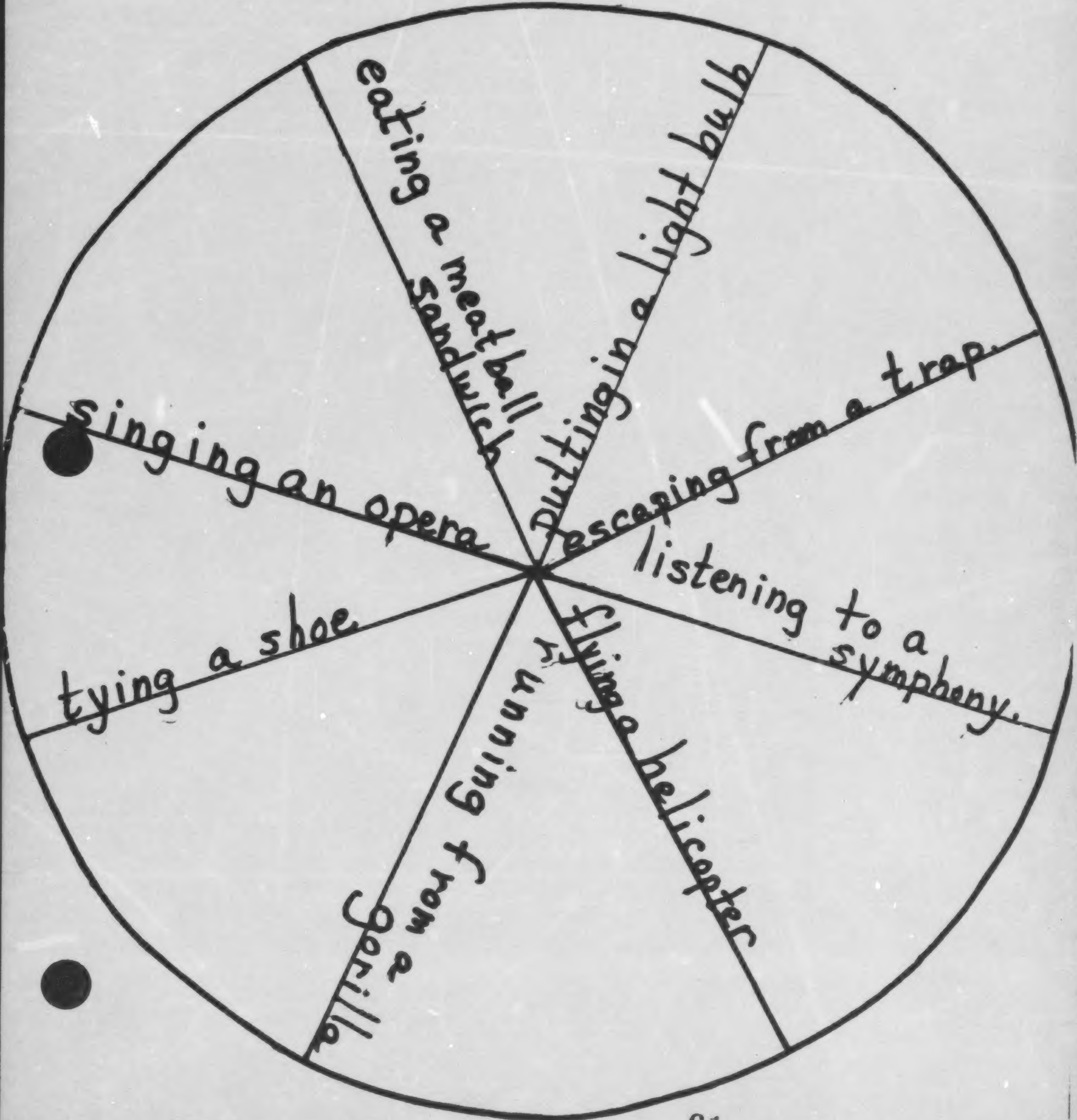
____
____
____
____

Gold Mine p. 160

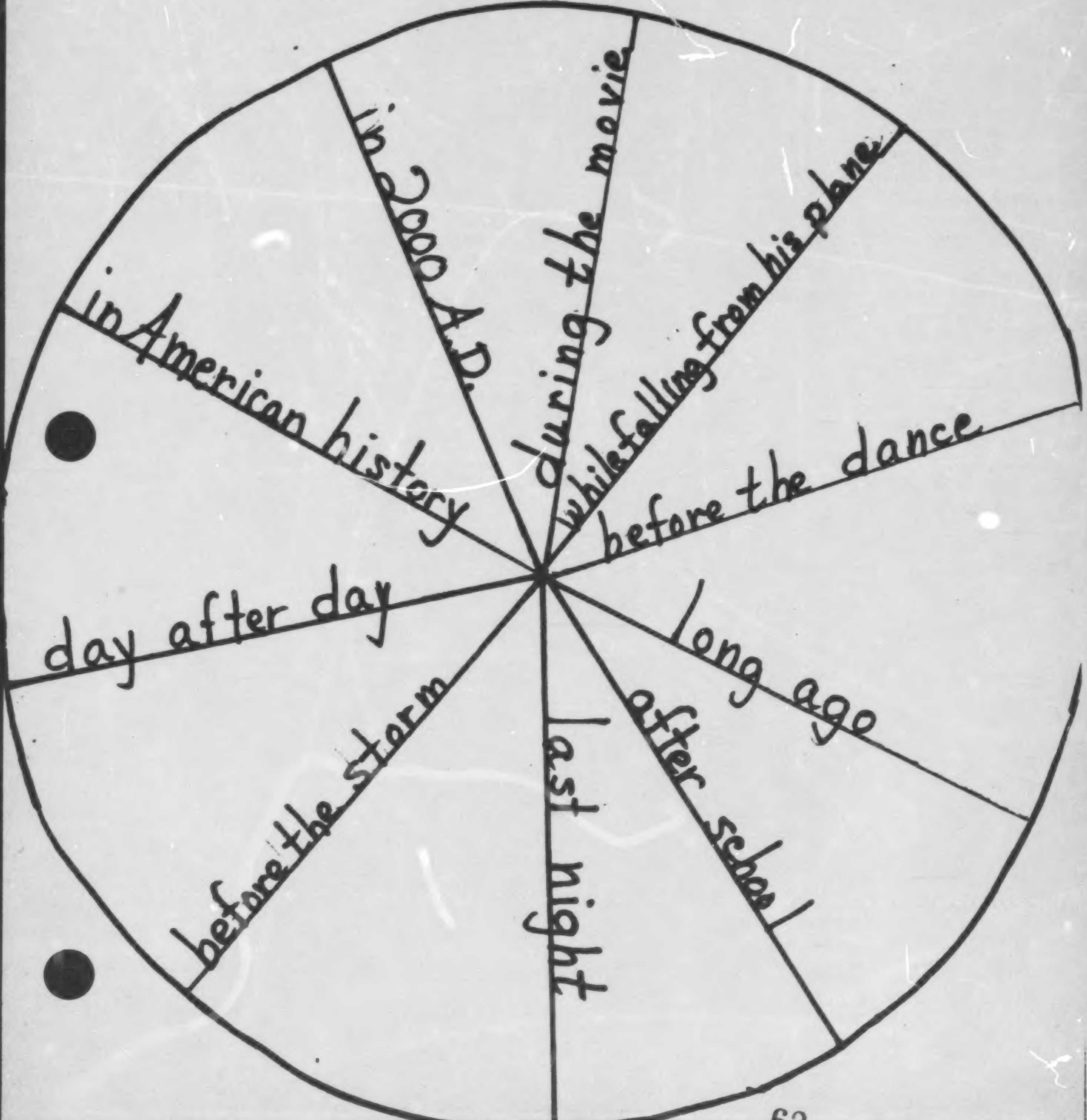

DIAL-A-STORY
old beggar
rainbow
singing teakettle
scaly snake
powerful train
English teacher
stampeding elephants
crocodile
shy diver
WHO?
escaping from a trap
listening to a symphony
flying a helicopter
running from a gorilla
tying a shoe
singing an opera
WHAT?
Take Paper to Write Your Story
during the movie
while digesting supper
before the dance
long ago
after school
last night
before the storm
In American History
WHEN?
mud puddle
cafeteria
wastebasket
refrigerator
subway
barbershop
parachute
slippery sidewalk
traffic jam
zoo
WHERE?

Kids Stuff, p. 319

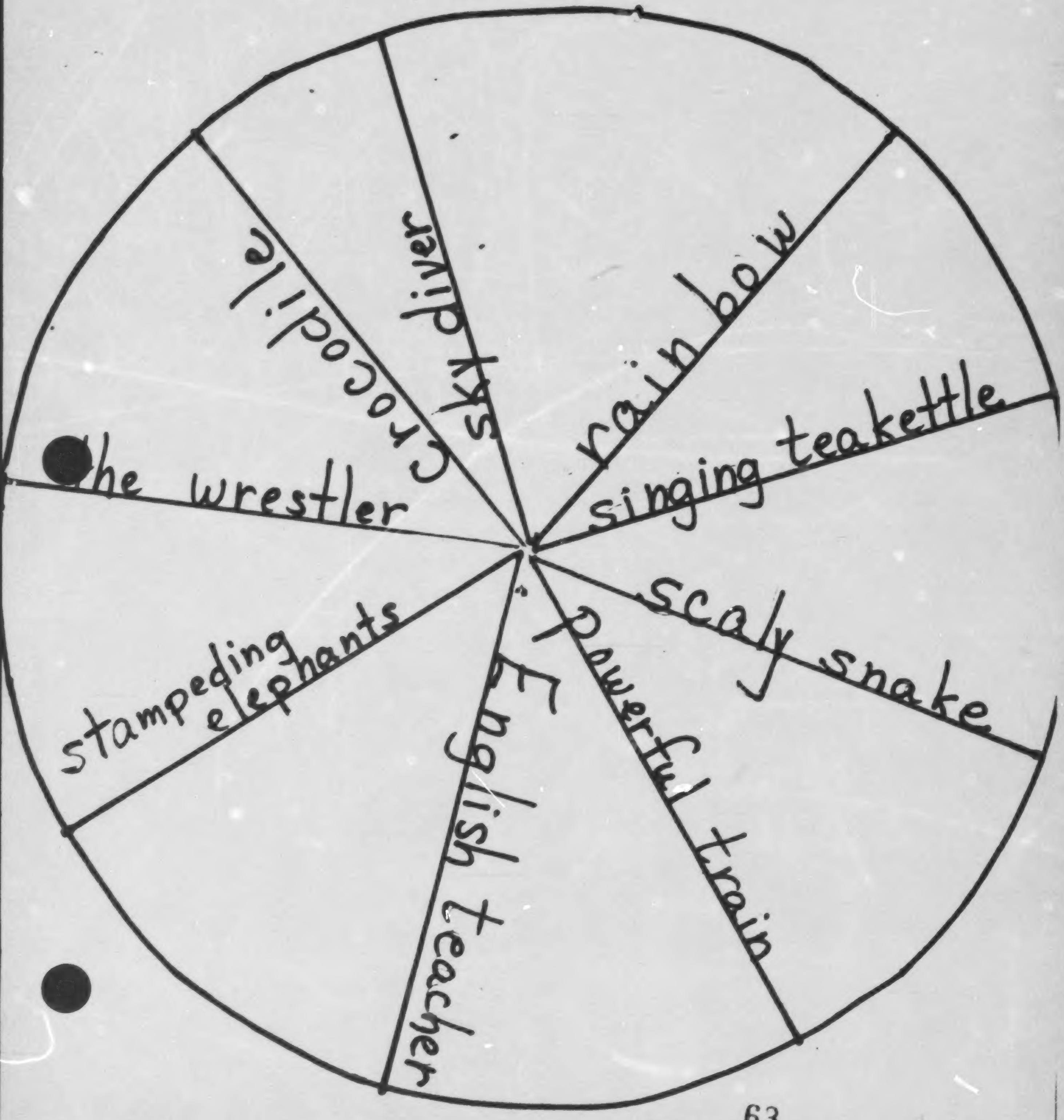
What?


eating a meatball sandwich
putting in a light bulb
escaping from a trap.
listening to a symphony.
flying a helicopter
running from a gorilla
tying a shoe.
singing an opera

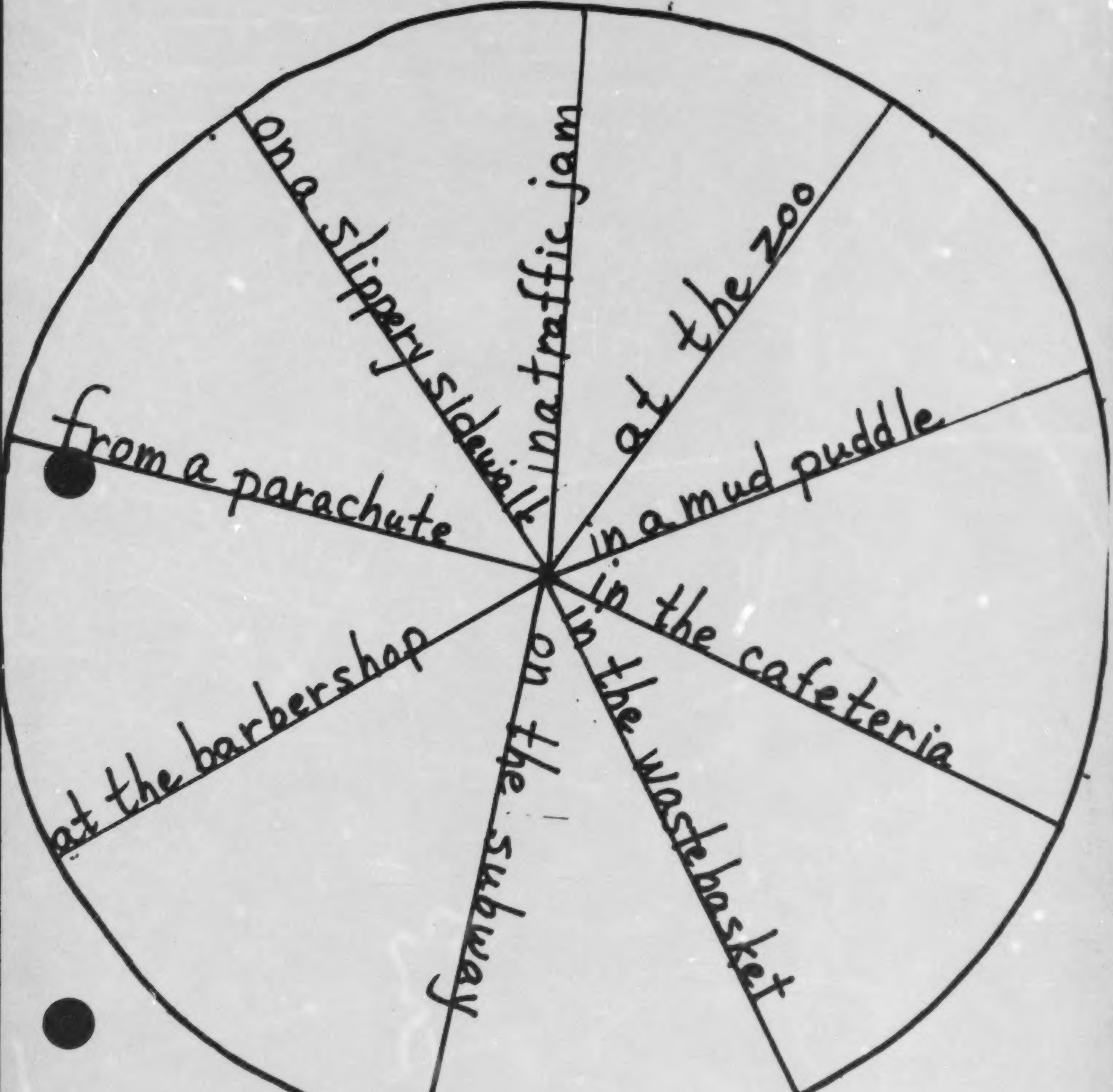
When ?


in 2000 A.D.
during the movie
while falling from his plane
before the dance
long ago
after school
last night
before the storm
day after day
in American history

Who?


crocodile
sky diver
rain bow
singing teakettle
the wrestler
scaly snake
Powerful train
English teacher
stampeding elephants

Where?


in a traffic jam
at the zoo
in a mud puddle
in the cafeteria
in the wastebasket
on the subway
at the barbershop
from a parachute
on a slippery sidewalk

STP

Sentence Sense

Objective:

The student will be able to recognize a complete sentence as compared to a sentence fragment or a run-on.

Pre-writing Activity: Sentence Sense

The teacher will prepare complete sentences cut up in words or phrases and place them in envelopes to be given to the students. To add an element of interest, students could be given time restrictions (such as an egg timer) in which to arrange the sentence parts into a complete thought. Adapt the sentence construction to the needs of the student.

Pre-Writing Activity: Sentence Sense

The teacher writes some directions on the board using complete and incomplete sentences. Call on individual students to follow a direction. Elicit completion of sentences as needed after discussing the missing components.

Examples of directions:

- Walk to the door and knock three times
- Stand up and say
- Skip around the room until
- Tap your on the shoulder and say his name
- Rub your elbow
- Jump five times on your
- To the window
- Under the desk
- In the hall

Pre-writing Activity: Sentence Sense*

The teacher writes the following sentence fragments (or others of choice) on small sentence strips:

because he hurt his leg
went over the hill
whenever I stay at my grandmother's I
Since it rained
my kitty, Frisky
before the sun came out
going around and around
the three old laides

Strips are folded and put into a "hat" container. The children take turns pulling out a fragment, reading it to the group, and composing a complete sentence including a fragment.

Option: This could be done for individual points or as a team game.

Pre-writing Activity: Sentence Sense**

Give the students two sample sentences - one a compound sentence and the other a run-on.

Example:

I jumped off the roof, and Jack followed.
I jumped off the roof Jack followed.

Point out the physical difference between the two sentences. Stress the fact that the two independent clauses must be joined or separated by something besides air. The three alternatives are:

a. period
b. comma - conjunction
c. semicolon

---

* Taken from Righting Writing, p. 38.
** Taken from BOCES Manual 5-12, p.65.

Pre-writing Activity: Sentence Sense*

Teacher prepares card game (attached) as follows:

Procedure:

1. Prepare 52-card deck as:

   10 nouns
   10 verbs (which will agree with the nouns)
   7 prepositional phrases
   9 articles (3 each a, an, the
   6 conjunctions (and, but, or)
   10 adjectives

2. Shuffle and deal and play according to rummy rules.

   2 players - deal 10
   3 players - deal 7
   4 or more - deal 6

3. Each player in turn must either draw a card from the top of the deck or take the face card up. He then discards.

   Whenever a player has put together a complete sentence, he lays on the table all the cards forming the sentence.

   Any player may eliminate a card from his hand by adding it meaningfully to someone else's sentence.

4. Object of game is to be the first to eliminate all the cards in one's hand.

5. Place students in groups and have them write sentences. Then cut them up to form other rummy decks.

Variation:

1. Add numbers to cards, to be totaled at the end of each hand (counting against the players who lose or for the player who "goes out").

2. Modify so that groups of 3 of the same part of speech can be put down.

3. Enlarge deck to include pronouns and adverbs.

---

*Taken from BOCES Manual 5-12, p.64.

Suggestion: To prolong the life of Sentence Sneak Game, mount cards on oak tag, cards, or other like materials. Laminate.

Sentence

Sneak

Leaves

leaves

E.T.

E.T.

visitor

visitor

boy

boy

P

poor

with the
football team

with the
football team

for more time

for more time

for more money

for more money

in the wind

in the wind

to our planet

to our planet

for his
birthday

for his
birthday

down the street

down the
street

fall fall	frightened frightened	alien alien	chemistry chemistry
sad sad	excited excited	angry angry	colorful colorful

but

but

or

or

or

or

blaz

blazing

but

but

the

the

the

the

the

the

and	an	an	an
and	an	an	an
and	a	a	a
and	a	a	a

asked

asked

followed

followed

clapped

clapped

shouted

shouted

begged

begged

wanted

wanted

chased

chased

cheered

cheered

pupp

puppy

parents

parents

scattered

scattered

was

was

Sam

Sam

Andy

Andy

set

set

football

football

Writing activity: *Sentence sense* *

NAME ____________

Directions: Use one word from each column to create as many sentences as you can (minimum of five sentences).

Column I	Column 2	Column 3	Column 4	Column 5
motorists	bubbles	crawled	threatening	mud
gigantic	is	in	of	traffic
The	were	drifted	under	morning
Ms. Smart	dinosaurs	avoiding	away	yesterday
Which	traveled	because	the	clouds

*Taken from *Righting Writing*, p. 39

Writing Activity: Sentence Sense

Have telegram(s) ready for the students to read (use an index card or construction paper.) Direct the students to write the message in complete sentences.

Examples:

EASTERN UNION

CONGRATULATIONS WINNER STOP
ANXIOUS TO SEE PROJECT STOP
ARRIVE SUNDAY STOP
BUS STATION 2:57 P.M. STOP

EASTERN UNION

ALL SAFE STOP FLOOD WATERS
HALF MILE AWAY STOP CELLAR
DAMAGE ONLY STOP VISIT
POSTPONED STOP

NORTHERN UNION

SEND VET STOP RUDOLPH
BURNED OUT STOP FOG
PREDICTED DEC 24 STOP
KIDS WATCHING STOP

Writing Activity: Sentence Sense*

Duplicate a sample advertisement that contains fragments and distribute a copy to each student. Ask one student to read the advertisement aloud. Initiate a discussion of the difference between a complete sentence and a sentence fragment. Ask for examples of fragments from the advertisement. Write these on the blackboard. After analysis of the advertisement, ask students to write a list of fragments and their correct, complete sentence revisions.

Alternate Activities:

A. Students may wish to locate their own samples of advertisements containing fragments. These ads may be exchanged in class following the format above.

B. Students may wish to create their own original advertisements containing fragments. New products, services, etc., can be focal points of these ads. Creative students would find this alternative stimulating. Materials could be obtained from the art department.

Follow-up:

Initiate a class discussion about why fragments are used in advertising and the effects of such on the consumer.

Sample advertisements attached.

---

*Taken from BOCES Manual 5-12, pp. 69-70.

HALLOWEEN COSTUMES

For Rent or Sale

Costumes — Accessories
Makeup — Masks

Joe's Costume Shop

608 Wayne Drive
Phone 255-[illegible]

STORE HOURS:
DAILY & SATURDAY 10 a.m. to 5 p.m.

BOYS'

FLANNEL SHIRTS

88c

SANFORIZED
100% COTTON
PLAIDS-BLUE, RED,
BROWN, AND GREEN
SIZES 6 TO 16

---

3 DAY
Do It Yourself Specials

Plastic Wall Tile

MANY COLORS TO CHOOSE FROM

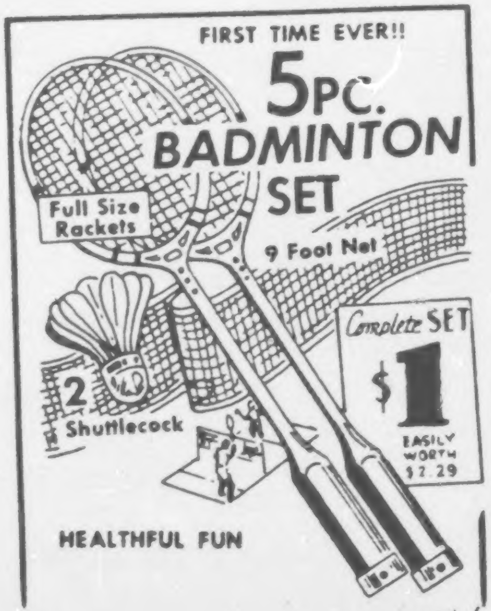
Colorfast.
Won't Fade,
Chip, or Peel

2c each

FULL COSTUME WITH MASK

Rayon with sparkling decoration. Skeleton, Princess, Cat, & more.

99c



FIRST TIME EVER!!

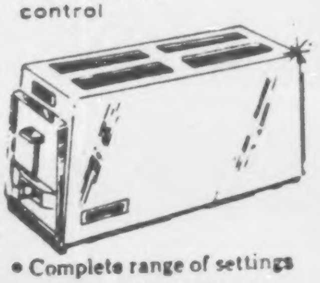
5PC. BADMINTON SET

Full Size Rackets
9 Foot Net
2 Shuttlecock
Complete SET $1
EASILY WORTH $2.29

HEALTHFUL FUN

---

family size
4 slice toaster
with radiant control



- Complete range of settings
- Cushioned toast lift—
- Long-life heating elements

87

6

Attention

B[illegible]S ROLLER SKATING

Class

Each Saturday
12:45 to 1:45

50c—Skates Included

2.00 VALUE!

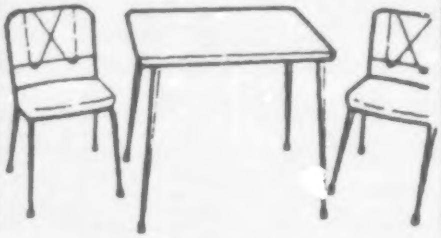
BOX OF 25

Merry Christmas

Christmas CARDS

$1.49

One-Design Cards. Printed in beautiful Christmas colors. Choice of many styles.



Children's Metal Furniture

TABLE & 2 CHAIRS

100 Only

$15.97

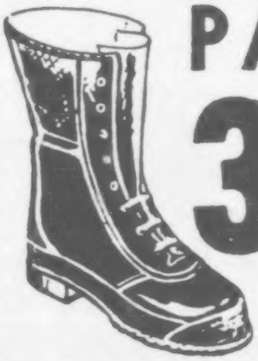
Limit 1 Per Customer

JUNIOR BOYS' SKI PAJAMAS

- Crew neck
- Knitcuffs on collar, sleeves, waist, and pants
- Elastic waist pants
- Blue, maize, gray
- Sizes 2 to 3

49c

OUR REGULAR 4.97
INSULATED, WATERPROOF



PACS

3.66

SIZES
7 to 12

- steel shank support
- Heavy-duty cleated soles and heels
- Full height

Heavy Cotton Duck!

MEN'S FIELD HUNTING JACKETS

13.87

Reg. 16.98

Sizes S-M-L-XL.

Four day special!

Limit 1 Per Customer

DAILY 9-6, SAT. 8-6

LATEX PAINT

- White & Popular Colors
- No Painty Odors
- Dries In Minutes
- Covers Better

1.88 Gal.

With This Ad

HURRY!
SALE
ENDS
SEPT. 30

WILL'S 1241 LEE

PLENTY OF FREE PARKING

88

Writing Activity: Sentence Sense

Duplicate the following paragraphs (suggest using large index cards). Students rewrite the paragraph so it makes sense.

Sample 1: Big feet were once the fashion. In the country of Trampingshire for many centuries. There, King Clodhopper had the largest feet. In the entire kingdom. The Queen of Trampingshire. Was a great beauty. Her shoes were the size of fishing boats.

Sample 2: Firehouse Franny is a big. Black cat he lives upstairs. At the firehouse. Franny slides down the pole when he hears. The fire bell have you seen? The pole at the firehouse. He almost always beats the fire fighters down then he runs to the fire truck. And jumps on it. Then he is ready to go.

Sample 3: On morning. Jim was walking through the swamp he. was very tired and wanted to sit down there. was a big log. Near the edge of the pond Jim sat down. On the log all of a sudden. The log moved it. was not a log. At all what was it it was. An alligator.

Sample 4: One afternoon Joshua and Tiffani went to the zoo they saw many things they watched the keeper feed the tigers and apes they watched a beautiful bird in a big cage they gave peanuts to the monkeys and laughed at the animal's tricks both Joshua and Tiffani had a good time at the zoo.

Sample 5: One day the fire siren rang but noone knew where the fire was and when the firemen drove out of the fire station they didn't know which way to turn so they just drove around the block and back into th fire station but ten minutes later the siren rang again and the firemen looked at each other and wondered what to do because they still didn't know where to go for the fire then one fireman saw the fire station dog sneaking cut of the control box room and he decided to watch him just a few minutes later the dog sneaked back in the control box room jumped up and rang the alarm with his paw.

Writing Activity: Sentence Sense*

To encourage success in writing sentences, assign one of the following topics each day and give a reward for the one or two "Best Sentences" of the day.

Write a sentence that has in it - one, two, three items.

1. a comic strip character and a season
2. a plant and a sound
3. a place and a kind of worker
4. a measure and a vehicle
5. a sound and an amount
6. a container and a smell
7. a number and a metal
8. a feeling and a magical thing
9. a fruit and a size
10. a mysterious thing and a part of body
11. a musical instrument and a fastener
12. a tool and a place to live
13. part of something and an animal
14. a time and something that twists
15. an insect and meat
16. a noise and something thick
17. a bird and a calendar
18. a family member and a long thing
19. stormy weather and friendship
20. something shiny and friendship
21. something warm and a color
22. a covering and something gentl
23. a cold thing and a new toy
24. something small and a season
25. a season and a large object
26. a high place and a time of day
27. a moving thing and a holiday
28. a mixture and something deep
29. a straight thing and a game
30. a package and something that bends
31. a crooked thing and a workplace
32. a crowded place and something soft
33. a round thing and a food
34. a small thing and a mountain
35. a tree and a vacation
36. a cousin and a building
37. a trip and a clown
38. a time of year and a gift
39. a pair of shoes and a game
40. a vegetable and a tool
41. a happy place and something sad
42. a beach and a truck
43. an old thing and angry people
44. a fish and a birthday
45. a smell and something that spins
46. a cage and a car
47. a clown and something serious
48. a garage and a typewriter
49. a circus and a friend
50. a picnic and a deck of cards
51. a smell and a noise
52. a pond and a surprise
53. a TV program and a bulletin board
54. a newspaper and pencil sharpener
55. an elephant and a wastepaper basket
56. book ends and a windy day
57. a cigarette and a thumbtack
58. a newspaper and a buzz
59. a fire and a coin
60. something new and a pet
61. part of the forest and an airplane
62. a warm sunny day and a low place
63. a low place and a trip
64. a telephone directory and a pain
65. a museum and an island
66. an egg and sorrow
67. an artist and a market place
68. a ball game and a pool
69. a vegetable and a cruise
70. an anniversary and a balloon
71. a tool and a truck
72. a wedding and a deserted place
73. a round thing and a dessert
74. a hockey game and an airport
75. a pitcher and a hedge
76. something square and a city
77. a spooky thing and a holiday
78. a map and a piece of fruit
79. a cafeteria and silence
80. a drum roll and a fire engine
81. a place to be and discomfort
82. a vehicle and hair
83. a beach and the sound of surf
84. a tree and the rain
85. a cliff and music
86. an artist and a living thing
87. a gas station and a bicycle
88. a traffic light and colors
89. a green lawn and a shady place
90. a hospital and a feeling
91. a fireman and a dog
92. a telephone and a place far away
93. a kite and the wind
94. something shallow and a pot
95. a furnace and a house
96. finger paint and a time
97. a bow and arrow and a forest
98. a crowded place and the country
99. something huge and a noise
100. something new and the 1st day of school

*Taken from Turning Kids On - Basics, p. 52.

STP

Sentence Variety

Objective:

1. Student will demonstrate ability to write the four basic kinds of sentences (statement, question, command, and exclamation) using varied sentence structure.

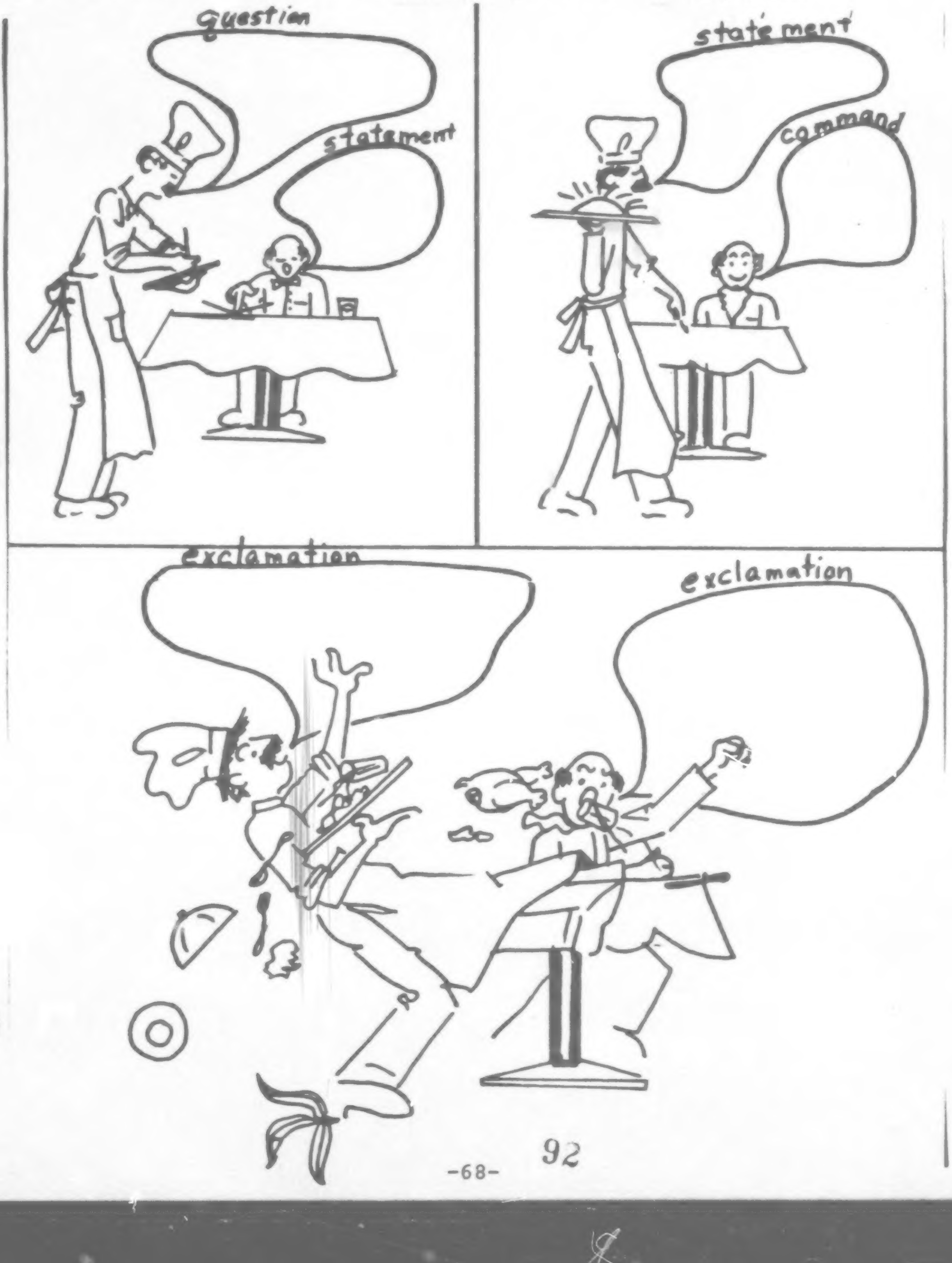
2. Student will be able to vary sentence use by writing simple, compound, and complex sentences.

Pre-writing Activity: Four Kinds of Sentences

The teacher will provide a cartoon sequence like that included. Students will write captions following sentence type given.

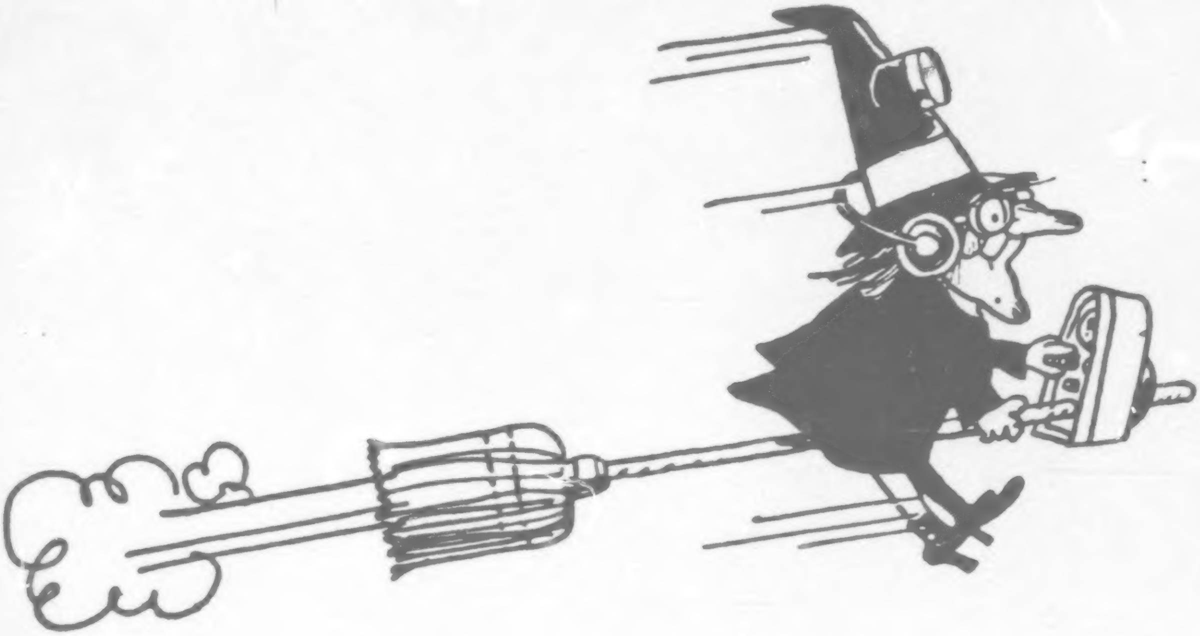
Optional: Teacher and students will read and discuss sequences as written.

Optional: Students will draw and caption their own cartoon sequences.


question
statement
statement
command
exclamation
exclamation

Pre-writing Activity: **Four Kinds of Sentences**

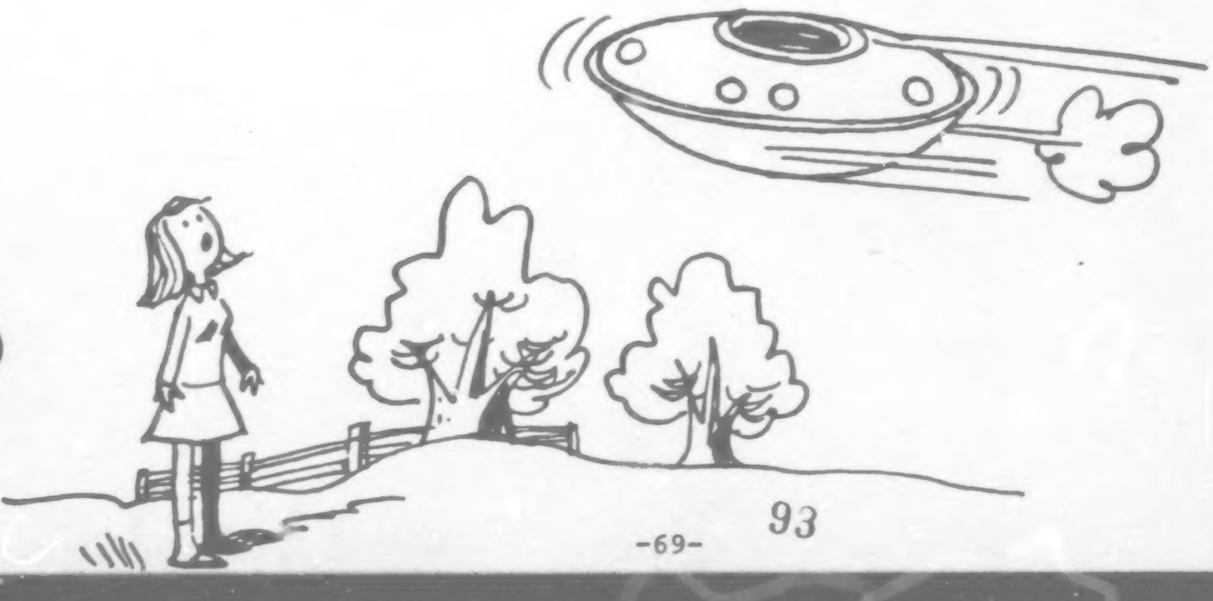
The teacher will use a cartoon and provide on the blackboard two sentences demonstrating each of the four basic sentence types. An example follows.

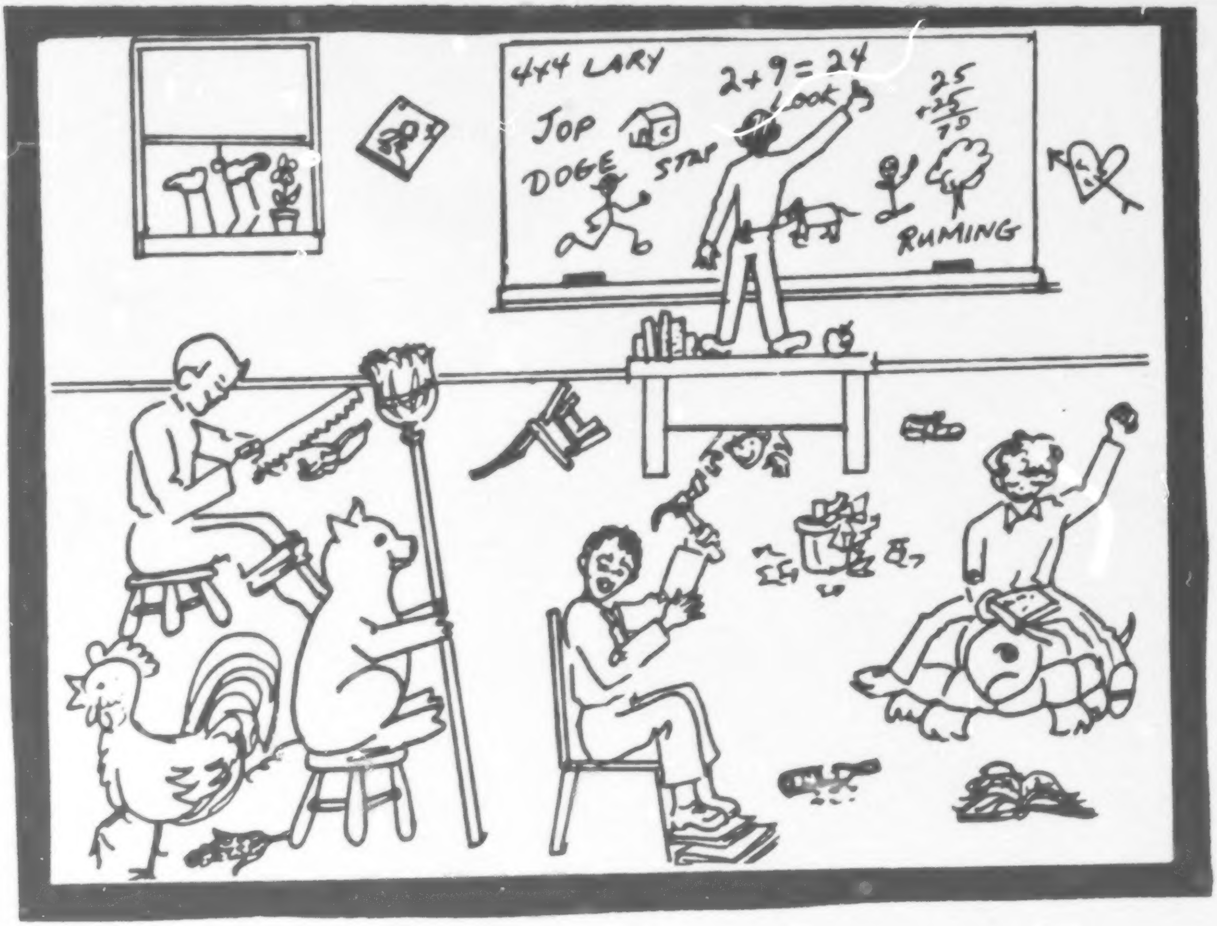


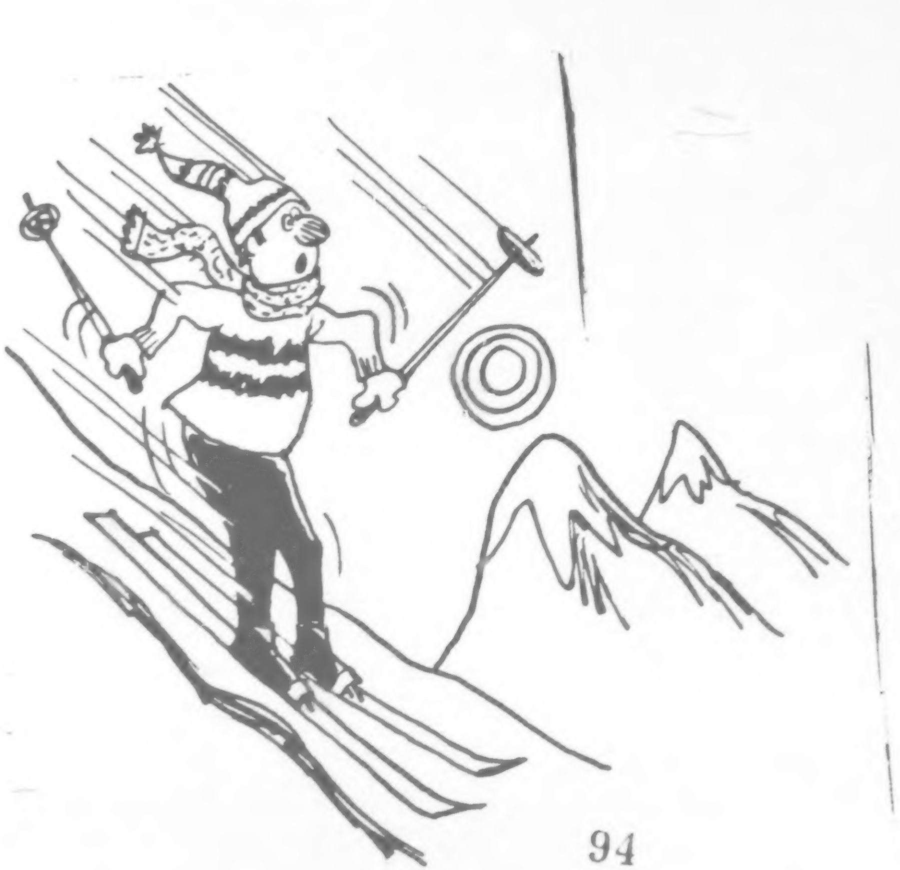
Are you up here, Superman?
Answer me on frequency nine.
This is an emergency!
Elliot and E.T. need you.
Darth Vader trapped them on Death Star.
Find Hans Solo.
Do you think he's on his ship?
Only you, Superman, can help!

As an extension, the students may add to the story.

The following pictures have been included for the teacher to use in providing additional practice with types of sentence.




4x4 LARY
2+9=24
JOP
LOOK
25
+25
70
DOGE
STAP
RUMING



Pre-writing Activity: Four Kinds of Sentences

The teacher gives directions for the game "What's Your Sport?" (The game name could be modified to "What's Your Hobby?" "What's Your Favorite Food", etc.

One child is chosen as a contestant. The others act as panelists. Panelists must **ask** questions which can be answered only by yes or no. At least five yes-no questions must be asked before a panelist identifies the sport. When a panelist thinks he can identify the sport, he/she must use a declarative sentence (e.g. I think your sport is football.) The contestant must respond with an exclamation (e.g., You're right!) for correct choice or with exclamation and command (e.g. You're way off base! Try again.) for incorrect choice.

The student who correctly identifies the sport becomes the next panelist.

Suggestion:

The game can be modified according to student need.

Writing Activity: Four Kinds of Sentences - Use activity sheet as given.

Basic Sentence Activity Name________________________

Directions: Write two commands that you might hear from your gym teacher during class.

1. ____
2. ____

Directions: Write two questions that your mother (father) might ask you when you get home from school.

1. ____
   ____
2. ____
   ____

Directions: Write two exclamations that you might say when you are watching a sports event.

1. ____
2. ____

Directions: Write two declarative sentences that you might share with your friend during recess.

1. ____
2. ____

Writing Activity: Sentence Variety

The teacher will give each student or group a calendar picture. Direct the students to write statements, questions, commands, and exclamations.

Writing Activity: Simple-Compound Sentences

The teacher will choose a story written with many short simple sentences and direct the students to rewrite the story by changing the simple sentences to appropriate compound sentences using and, but, and or.

*In old stories you may read about serpents. Serpent is just another name for a snake. There are short snakes. There are also long snakes. Some snakes are very thin. Other snakes are quite fat. There are snakes that swim in the sea. There are snakes that fly from tree to tree. Some snakes can curl into a ball. Others can catch a bat flying through the air. Snakes are interesting reptiles. You may enjoy finding more information about them.

Hint: The student should end up with six compound sentences.

*Modified from Banner English Series 44, pg. 85-86.

Pre-Writing Activity: Simple-Compound-Complex Sentences

The teacher will review with the students the definitions of simple, compound, and complex sentences and give examples of each.

A simple sentence is a sentence that expresses one complete thought.

Example: John is a happy boy.
Susan and Mary are doing the dishes.

A compound sentence is made up of two independent but equal clauses joined together with a coordinating conjunction - and, but, or, or nor. Both independent clauses could stand alone as a sentence.

Example: John threw the ball, and Tom caught the ball.
Mary baked the cake, but Mother decorated it.
Jane will do her homework, or she will fail.

A complex sentence is one dependent clause joined to an independent clause with the use of a subordinating conjunction like after, when, until, before, since, if. Only the independent clause could stand alone as a sentence.

Example: Pizza is really a nutritious food although some mothers think it is not good for you.

If you get your work done, you can have a hour recess.

Pre-writing Activity: Simple-Compound-Complex Sentences

Using sentence cards as given, students will pick a card from the pile, read the sentence, identify the type of sentence and put it in the correct pile (simple sentences, compound sentences, complex sentences).

She continued to work for freedom when the Civil War broke out.

Daniel Boone was a farmer from North Carolina.

He had become known as a mighty hunter and trail blazer while he was still young.

He led settlers westward into Kentucky, and they established some towns there.

He was only 35 years old at this time.

Boone left his wife and children to care for the farm while he was gone.

He hoped to bring back tales of adventure, discovery, and even wealth when he returned.

Rebecca Boone didn't see Daniel for two years, and she was happy to have him return.

Many stories are told about Kit Carson.

Once Kit was wounded in a battle, and he ran from tree to tree to escape.

Because he couldn't have a fire, he slept in the snow.

The cold stopped the bleeding of his wounds.

He was a courageous man, and Americans are proud of him.

Harriet Tubman often suffered from dizzy spells.

Although she escaped from slavery, she returned to the South to help others escape.

Harriet Tubman made many trips between North and South, and she helped many slaves find freedom.

Taken from Banners English Series 55, pgs. 90-95.

Writing Activity: Simple-Compound-Complex Sentences

Using the sentence cards from the previous pre-writing activity, each student will group the sentences into three piles according to topic. These piles can be used to sequence three different paragraphs. Students should choose one pile and sequence it. When the paragraph has been sequenced correctly and written by the student, a paragraph with sentence variety will be completed.

Optional: The students could complete all three paragraphs.

STP

Language Use

Objective:

Student will be able to use specific, vivid language.

Pre-writing Activity: Word Choice

Challenge a class. A certain other class found 104 different words they could use instead of "said." How many can you find? Here are some starters - answered, stated, remarked.

Pre-writing Activity: Antonyms

For each word below students should say a word which means the opposite and which begins with the letter S.

1. big
2. long
3. hard
4. happy
5. dull
6. sweet
7. difficult
8. winter
9. fast
10. crooked
11. open
12. deep

Pre-writing Activity: Descriptive Words

Challenge students to name in a minute as many as possible:

a. color words
b. kinds of dogs
c. different noises
d. kinds of vehicles
e. kinds of fruits
f. flavors.

Pre-writing Activity: Descriptive Words

Ask the students to complete each of the following similes with a word or phrase. Each completed simile could then be placed into a sentence.

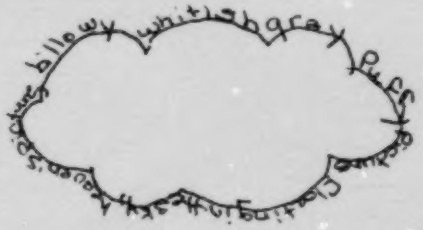
Example: As quick as a deer.

JOHN RAN AS QUICK AS A DEER.

as thin as ______________________________
as shiny as ______________________________
as clear as ______________________________
as hot as ______________________________
as smooth as ______________________________
as dangerous as ______________________________
as angry as ______________________________
as happy as ______________________________
as light as ______________________________
as hard as ______________________________
as bumpy as ______________________________
as dark as ______________________________
as old as ______________________________

Pre-writing Activity: DESCRIPTIVE WORDS

The teacher writes the title "Clouds" on the board and asks children to contribute words and phrases that can be used to describe clouds. The teacher records each contribution in a list. The words from the list are used to "outline" a cloud picture with the title given (example shown).



CLOUDS

Following the class activity, each child may complete his/her own descriptive-words picture with different topics.

These pictures may be done with color and used as displays. This method also works well with outlining state or country maps with descriptive phrases related to information abou the state as county.

Pre-writing Activity: Varied Language

Go Snyonym Game - (could easily be adapted for antonyms)*

1. Use vocabulary lists from your reading series. Make a deck of 40-60 playing cards, using synonyms.

   Example

speak	talk	state	say
flash	flicker	glimmer	sparkle
plunder	spoil	raze	rob

   Make 4 wild cards, labeled, "Go-Synonym."

2. 2-6 student play, using procedure of "Go-Fish" game, with one addition:

   Students "lay down" pairs of synonyms, face-up.

   A player who draws a card which is a synonym for a pair on the table may, at his next turn say , "I spy of your raze and rob. synonyms for my spoil." He then "lays down" all 3.

   The player who gets the fourth synonym card and "spies" on an opponent to get all 4 cards, turn the "Book" upside down and keeps them.

3. The game is over when one person gets rid of all the cards in his hand.

*Developed by Barbara Denk, reading teacher, DeRuyter Central Schools

Pre-writing Activity: Categories

The teacher and/or students prepare a blank game worksheet as follows:

Example:

	S	m	I	L	E
trees	Spruce				
Sports			ice Skating	Lacrosse	
flavors		mint			
Clothing					ear muffs

The children choose the categories for the game. It's good to start with four. List the categories down the left side of the worksheet. Choose any 5-letter word that has all different letters, ex., table, hands, smile, teach, lunch. Put the letters of your word across the top of the worksheet. At a signal, the students begin to fill in their charts:

Ex: Names of trees that start with S, M, I, L, E, etc. Children should be encouraged to use resource materials (i.e. dictionary, encyclopedia, etc.) to find their answers.

The first student or pair of students who fills in his worksheet is the winner.

A point-system for this game might be developed to add interest for the students.

Pre-writing Activity: Idiom Meanings

Idiom Old-Maid

The game should be played according to the rules of the child's game. The idioms should be matched with their literal meanings and "laid down". The person left with the Dull Languge card is the loser. Game sample follows.

Writing Activity: Idiom Meanings

The student chooses an idiom card. He develops a paragraph which uses his idiom and demonstrates its meaning. He may also illustrate his idiom.

Fit to be tied.

Fit to be tied.

Not listening.

Not listening.

Dull Language.

Dull language.

Idiom
Old
Maid

Suggestion: To
prolong the life
of Idiom Old
Maid, mount cards
on oak tag,
Cards, or other
like materials.
Laminate.

In the dog house.

In the dog house.

Tickled pink.

Tickled pink.

Out of this world.

Out of this world.

Jumped out of his skin.

Jumped out of his skin.

Gets my goat.

Gets my goat.

Face the music.

Face the music.

Full of baloney.

Full of baloney.

Raining cats and dogs.

Raining cats and dogs.

In a pickle.

In a pickle.

Eating out of
his/her hand.

Eating out of
his/her hand.

That takes
the cake.

That takes the
cake.

Tuned out.

Tuned out.

Get in his/her
hair.

Get in his/her
hair.

Hit the nail
on the head.

Hit the nail
on the head.

Get cold feet

Get cold feet.

Her life hangs
by a thread.

Her life hangs
by a thread.

Afraid to
do something

Afraid to do
something

Exactly
right

Exactly
right

Is a pest

Is a pest

That is
really some-
thing (good
or bad)

That is really
something
(good or bad)

Doing what
he/she wants

Doing what
he/she wants

In some
trouble

In some
trouble

Very Upset

Very Upset

Don't know
what you are
saying

Don't know
what you are
saying

Someone's angry with you

Someone's angry with you

Happy and excited

Happy and excited

Fantastic

Fantastic

Was very frightened

Was very frightened

Makes me angry

Makes me angry

Take the responsibility for an action

Take the responsibility for an action

Raining Very Hard

Raining very hard

She is near death

She is near death

Writing Activity: Framed Paragraph*

The Framed Paragraph technique is the generation of complete paragraphs by addition of student-selected vocabulary words to a paragraph frame. By doing a variety of slotting activities: sentence by sentence, the student creates a coherent, personalized paragraph which can serve him as a self-produced model.

Actually, this technique is the same as the slotting technique except that it helps students to write a paragraph with a distinct topic sentence, sentences that are in clear order and sentences that are an outgrowth, of or lead into, the topic sentence. Two examples are:

1. For Creative Writing

   A very funny animal, the ____________, who lives in ____________ in the ______________, has fun _________________. When he ______________, the ______________ and everyone ____________. Then, after _____________, his friends ___________ly because ______________.

   A very funny animal, the tlevesoor, who lives in the elevator shafts of a high-rise apartment in the city, has fun riding up and down on top of the elevator. When he shrieks, the elevator stops suddently and everyone falls to one side. Then, after he stops shrieking, his friends laugh gaily because they know it is their friendly tlevesoor.

2. In the Social Studies

   The ____________ is an important community worker. He helps us by __________, ________________, and __________________. When we ________________, the ____________________ is there to ________________.

   The policeman is an important community worker. He helps us by directing traffic, watching our homes, and crossing us at the corners. When we need him, the policeman is there to help us.

3. When the Pilgrims ___________, they decided to _________________. Because of the ______________, they had to _________________. Later, __________________, they ______________. To ___________, the pilgrims _________________. Finally, they ____________________.

*Taken from Writing a Process Approach, p. 99.

Writing Activity: Formula Poems

Children enjoy fitting words into a set pattern. The following pattern will help students achieve success in creating original poetry.

1. (Title) NOUN

   2 adjectives (that describe the noun)
   3 verbs ("ing" form)
   4 adverbs (that describe the verbs)
   Noun (same as title)

   Example:
   Motorcycle
   hot, fast
   Roaring, reving, speeding
   Loudly, wildly, threateningly, menacingly
   Motorcycle

2. (Title) Noun
   2 adjectives
   3 verbs
   2 adjectives
   Noun (related to first noun)

   Example:
   Kittens
   Cuddly, Warm
   Scampering, pounding, meowing
   Furry, frisky
   Kittens

3. A Haiku is a simple 3 line poem about natural things in the following pattern:

   Line 1 - 5 syllables
   Line 2 - 7 syllables
   Line 3 - 5 syllables

   Example:
   Clouds
   Soft, fluffy pillows;
   Floating, drifting, gently by;
   Dreamy scenes up high.

4. Create Name Poems

   Student print the letters of their names down the left side of the paper. Each letter becomes the first letter of a line of poetry about themselves.

   Example:
   Many pets,
   Active,
   Runs all the time,
   Cute.

Writing Activity: Word Use*

Prepare a list, similary to the list below, containing words which students often misuse. Have the students write sentences or paragraphs using these words. Encourage students to write a variety of sentence constructions.

accept-except
affect-effect
already-all ready
altogether-all together
angel-angle
appraise-apprise
assure-insure
bear-bare
brake-break
capital-capitol
choose-chose
cite-sight-site
clothes-close
course-coarse
complement-compliment
conscience-conscious
dairy-diary
decease-disease
decent-descent
device-devise
diner-dinner
dual-duel
emigrate-immigrate
fair-fare
flour-flower
formally-formerly
forth-fourth
hear-here
hole-whole
holy-wholly
hoping-hopping
idle-idol
its-it's
later-latter
lessen-lesson
lightening-lightning
loan-lone
maybe-may be
miner-minor
moral-morale
passed-past
peace-piece
personal-personnel
pray-prey
precede-proceed
principal-principle
quiet-quite
shear-sheer
shone-shown
stationary-stationery
than-then
their-there-they're
waist-waste
weather-whether
were-we're-where
whose-who's
your-you're

Appropriate Word Choice: Writing

The student writes paragraphs using words whose meanings are often confused.

Choose five words from the list of words commonly confused and have the students use the words in a well-developed paragraph. Do not encourage the students to use all of the words in one sentence.

---

*Taken from Manual 5-12, p. 116.

STP

Mechanics

Objective:

The student will be able to use correct spelling, punctuation, capitalization, and paragraphing in written work.

Mechanics: Spelling Activities*

1. Find your longest spelling word.
Write it vertically on your paper. Off that word, for other spelling words.

   Example:

   CALF
   LAMB
   OWL
   CAT
   KID

2. Use the words from your spelling list ot make a crossword puzzle for the class. Remember to number the across and down squares. (Use graph paper).

3. Make a hidden word puzzle. Use the words in your spelling list. (Use graph paper.)

4. Use the Morse Code to write your spelling words. Ask a friend to decode them. (Develop a number or symbol code and write a short message that includes some of your spelling words).

5. Scrambled eggs game. Spelling words are printed on index cards. Letters are cut apart and put into envelopes for younger students to unscramble.

6. Bonuses for spelling tests:

   a. Spell all the 3 letter words you know.
   b. Spell all the animals you can.
   c. Spell all the words that rhyme with "grew".

7. Have a "Talking Table" where students spell out words they wish to say to a friend.

8. Use flip-top cigarette boxes covered with contact paper.
On the outside print a common word ending: ell
ant
tion, etc.

   Inside, place beginning consonants and blends that will fit with that ending to make a work.

*Taken from Dear Teacher 2-4, p.7.

Mechanics: Spelling Activity*
Spellphabet

1. Divide class into two or more teams.

2. The leader gives each team a sheet of paper.

3. The first player on each team writes a five-or-more-letter word beginning with "a". He then hands it to the second player on his team who must write a five-or-more-letter word beginning with "b" and so on through the alphabet to the last player. If a player cannot think of a word in about fifteen seconds, he should hand the paper to the person behind him, and this player must write a word beginning with that letter.

4. The leader writes the time on the board when each team is finished.

   A penalty of thirty seconds is added to a team's time for each misspelled or illegible word on its paper. (Lesser time penalties may be added for poor handwriting.)

Mechanics: Spelling Activity*
Spelling Grab Bag

1. Prepare set of cards on each of which is written a phonetic respelling of some word you would like the players to learn to spell.

   Example:

   RUF, KWIK, CONKER

2. Shuffle the cards and throw them into a box or bag. Each player draws a card when his turn comes, pronounces the word and spells it correctly.

3. When only a few play this game, a point is scored for each letter of a correctly-spelled word.

   When a large group plays, those who misspell are eliminated, as in a spelling bee.

*Taken from Manual 5-12, p. 129.

Mechanics: Spelling Activity*

Have students make lists of words according to the following word patterns. You can use either single letters or blends as the beginnings.

-all
-old
-it
-ark
-et
-and
-ame
-ight
-an
-ear
-ound
-oat
-eat
-ang
-end
-ate
-ump
-in
-en
-ow
-ake
-ay
-ill
-ot

Example:

Make 4 -all words
1. tall
2. small
3. ball
4. hall

Variations:

The words that students write could be put into sentences, a poem or a paragraph.

*Taken from Dear Teacher 2-4, p. 6.

Mechanics: Spelling Activity*

Prepare a number of sentences having misspelled words, perhaps some words taken from the list of words commonly confused. Below are a number of sample sentences. Have the students identify the misspelled words and then write them correctly.

1. I really like these cookies, their my favorite.
2. Twenty people excepted our invitation to the party.
3. The speeding car past us as if we were standing still.
4. The boy had very nich manors.
5. Did you practice before your piano lessen?
6. George felt his action was proper, irregardless of the criticism he received.
7. Whose that waving over their?
8. Sally received many lovly birthday gifts.
9. The lawyer's advise seemed logical.
10. I have never been able to understand the principals of geometry.
11. Let's cancel the picnic, its raining to hard.
12. Everyone attended the meeting accept Phil.
13. I don't think the whether will stop us from leaving tomorrow.
14. I slammed on the breaks to avoid hitting the dog.
15. The teacher eluded to many books I had not read.
16. The chef appreciated all the complements about his cooking.
17. I was unconscience after being hit on the head.
18. The student counsel meats twice a month.
19. Many people don't realize that mumps can be a serious decease.
20. The thunder and lightening lasted for a hour.
21. We wll considered it a honer and a priviledge to meet the king.
22. This must difinately be finished by tomorrow.
23. Because you are my freind, I believe everything you say.
24. Golf is Harry's favorite pasttime.
25. The old lady was slowly loosing her cite.

Mechanics: Spelling Activity*

Bottle - Top Scrabble

1. Collect a large number (100 - 200) of bottle caps.

2. Have students use magic marker to write letters of the alphabet inside the caps. There should be more of the commonly used letters (a, e, i, ou, u, s, r, t).

3. Students may wish to award a point value to letters.

4. 2-4 players each draw 10 caps and take turns spelling words. Replenish their supply of bottle caps to total 10 each time.

5. Score may be kept as in real Scrabble.

* Taken from Manual 5-12, p. 130 - 131.

Mechanics: Spelling Activity

NAME ____________________

On the lines provided, rewrite those words that require capitalization.

shirt ____________________
jimmy carter ____________________
car ____________________
team ____________________
president ____________________
yellowstone national park ____________________
chevrolet ____________________
tab ____________________
new york giants ____________________
ford ____________________
product ____________________
ronald regan ____________________
building ____________________
park ____________________
school ____________________
nescafe ____________________
cadillac ____________________
dr. charles drake ____________________
book ____________________
empire state building ____________________
grand canyon ____________________
longbranch elementary school ____________________
statue of liberty ____________________
monument ____________________

* Taken from Righting Writing, p. 266.

Mechanics: Spelling Activity*

Duplicate the same news article below and distribute a copy to each student. Write the word "proofreading" on the board. Ask for a volunteer to define the word. Initiate a discussion of the importance of proofreading for spelling errors.

Sample News Article:

> SKYLAB RUNNING OUT OF TIME
> by Howard Johnson
> Associated Press Writer
>
> WASHINGTON (AP) - The skylab deathwatch begun in earnest today as the hug station neared the end of its legnthy space jurney and headed for a flaming plunge back to Earth, probly on Wednesday.

Checklist direction:

Did I
.....proofread the news article carefully?
.....correctly spell each misspelled word?

---

* Taken from Manual 5-12, p. 130.

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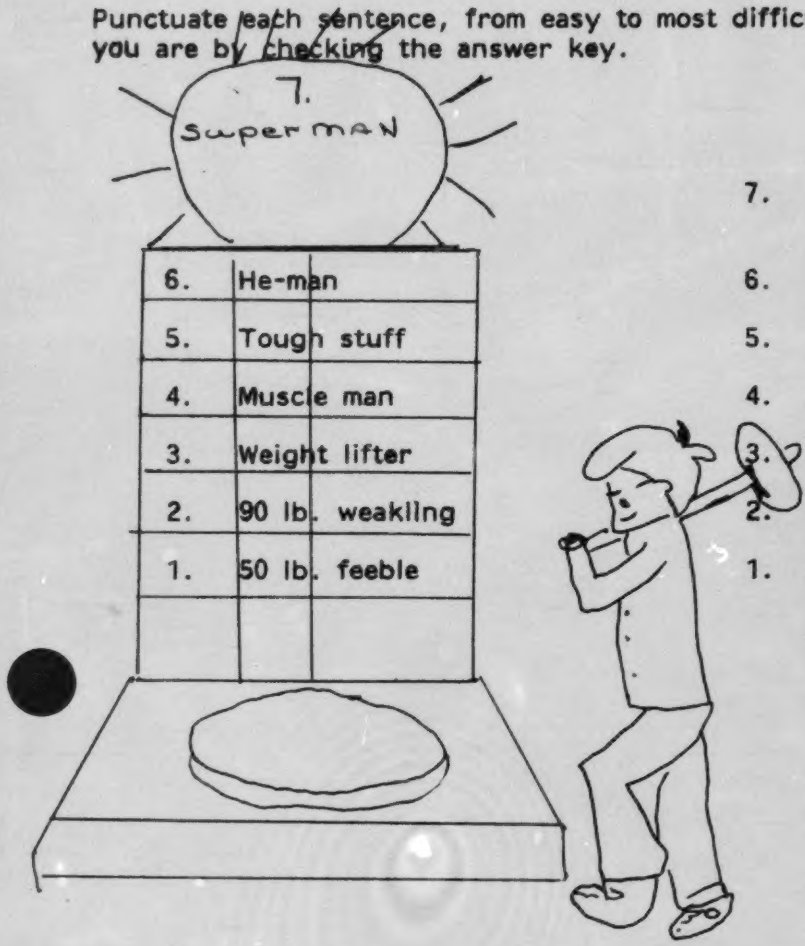
Mechanics: Punctuation - Pre-writing Activity

Construct the following bulletin board or make it into a worksheet.

Punctuate each sentence, from easy to most difficult. See how strong you are by checking the answer key.


7.
Superman
6. He-man
5. Tough stuff
4. Muscle man
3. Weight lifter
2. 90 lb. weakling
1. 50 lb. feeble

7. Pardon me Peter Piper said
I need to put my peppers here

6. Peter Pipers pockets were full of picked pickled peppers

5. Help me pick peppers said Peter Piper

4. Peter also picked potatoes peas petunias parsley and pears

3. Fantastic Fifty nine pecks of peppers

2. How many pecks did he pick

1. Peter Piper picked a peck of pickled peppers

Key

Mechanics: Punctuation Activity

Punctuation Power

Teacher will construct a game from oaktag cards; these would include four (4) each of:

Question Marks	(?)
Periods	(.)
Commas	(,)
Semi Colons	(;)
Colons	(:)
Hyphen	(-)
Quotation Marks	(" ")
Exclamation Marks	(!)

and four (4) cards each of sentences that would omit one (1) of the above punctuation marks. The object of the game is to have the child match a sentence with its missing punctuation mark.

Suggestion: Punctuation cards - Blue
Sentence cards - Gold

Game directions: Blue cards should be shuffled and placed face down in a checkerboard pattern on the right. Repeat this process with the gold cards placing them on the left.

The first player begins by turning up a gold sentence card, reading it, and deciding what punctuation mark is missing. He then turns over a blue punctuation card. If it is the needed punctuation, mark, the player keeps the pair and takes another turn. if it is not the needed punctuation card, the player turns both cards face down again in their orginal position. Play continues clockwise. The game is over when there are no cards left. The winner is the player with the most pairs.

Suggestions: For the remedial students, begin the game simply, limiting the number of required punctuation marks and matching sentences. Add on as the students' skills increase.

Mechanics: Punctuation - Writing Activity

On blank dice label familiar punctuation marks (. ? , ! "). Have each student take a turn and roll the dice. Depending on what is rolled, the student will make up a sentence using that punctuation mark and write it on a sheet of paper.

Mechanics: Punctuation - Writing Activity

The teacher will dictate sentences to the students. Students will write the sentences, inserting correct punctuation. Sentences can be take from student texts, stories, etc., or may be originals incorporating current spelling list words.

Students would then exchange papers and edit each other's work.

Mechanics: Punctuation - Writing Activity

The teacher will put on the blackboard a paragraph containing deliberate punctuation errors. The teacher will discuss with students these errors. The students will then copy the paragraph inserting all necessary punctuation.

Suggestion: Teacher should use a paragraph which will concentrate on the punctuation skill being emphasized.

Example:

Last night the goblins came out of their hiding places? Some came on foot and some came. On their brooms one even came on a vacuum cleaner they all met together! At MacFranks, where they enjoyed batburgers: blood juice: and freaky fries! They-re on their way to a goof' spook convention; Wouldn't you like to join them!

Mechanics: Capitalization Activity*

Duplicate the exercise below and distribute a copy to each student. Explain that each sentence contains words that should be capitalized. Ask students to rewrite each sentence with the correct capitalization. Then ask students to circle the capital letters in each example. Each group of capital letters spells out the name of an animal.

Sample Exercise:

1. leonard became a member of the international organization of neurologists. (lion)
2. excitement and adventure await you at lost kingdom. (elk)
3. olivia visited her cousin, tina, who lives in a small town in tennessee named east ridge. (otter)
4. eli gadabout boasted about his recent travels to russia, england, and turkey. (egret)
5. hank aaron has played professional baseball in wichita, kansas. (hawk)

Alternate Activity:

This game can be revised to spell out names of people, events, book titles, etc.

Student Checklist:

Did I

.....rewrite each sentence with correct capitalization?
.....circle the capital letters in each sentence?
.....spell the name of an animal by grouping the capital letters in each sentence?

* Taken from Manual, 5 -12, p. 132, 133.

Mechanics: Capitalization Activity

Provide students with a ditto sheet with a sample business letter. Have students capitalize the appropriate words:

Example:

3612 willow drive
raleigh, north carolina 27602
june 12, 1979

mr. martin l. evans, president
southern railroads
639 canford street
peoria, illinois 61606

dear mr. martin:

BODY OF LETTER

yours truly,

david smith

Variation:

For punctuation skills, leave out commas, colons, and periods.

* Taken from Manual, 5-12, p. 132.

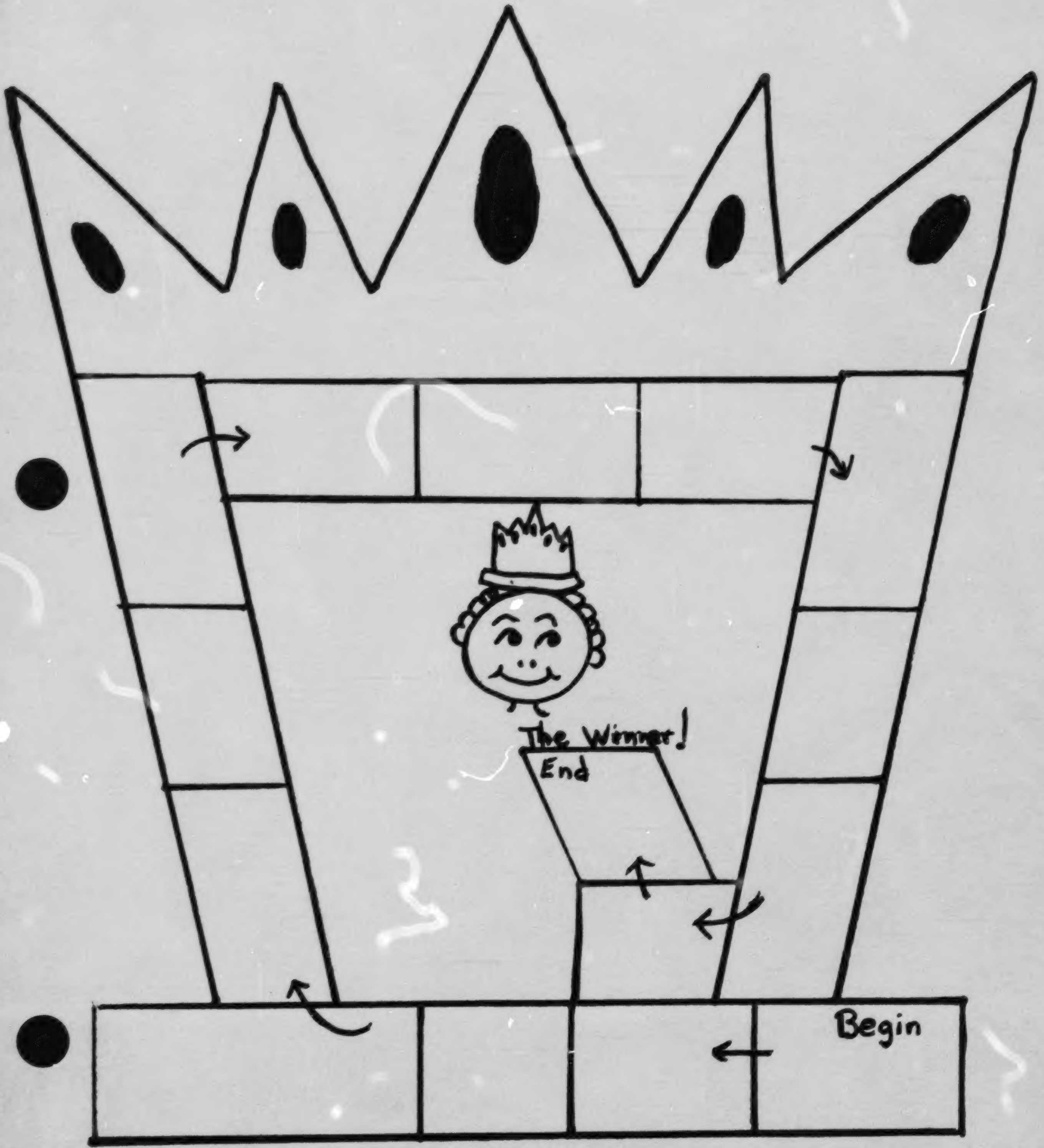
132

Mechanics: Capitalization Activity

Capital Crown

1. The gameboard may be duplicated or enlarged on tagboard.
2. Provide markers for each player (2-3 players)
3. Write words and sentences on small tagboard cards, omitting capital letters.
4. Each player chooses a marker and places it on the board.
5. One player draws a card and reads the word or sentence aloud.
6. He then tells which words need to be capitalized.
7. If he makes the correct changes, he moves ahead one space. If he cannot make the changes, he moves back one space.
8. The first player to reach the crown wins.

Capital Crown


The Winner!
End
Begin

Mechanics: Capitalization Activity*

NAME ______________________________

Direction: In the paragraph below, the capital letters are missing. Underline each word that should begin with a capital letter. (Clue: 18 capital letters are required.)

molly was sad to be moving from southwest boulevard. she would miss her friends from rotunda boulevard public school and old gray house she has lived in for so long. mostly she would miss her paper route. all of her customers were so friendly. the enrights on wilber lane and the turners around the corner were her favorite customers. delivering the strongberg star had ben her first real job, and she thought she could look back on a job well done.

---

* Taken from Righting Writing, p. 267.

Mechanics: Paragraphing - Pre-writing Activity (Persuasive Paragraphs)

Keeping in mind the importance of audience in this type of writing, the teacher needs to identify the specific purpose for which this writing is being done.

The goal of this activity is to convince parents (audience) that the student should be given an allowance because he/she feels he/she can actually earn it.

From a board list as given below, help the students select positive arguments for their position and eliminate weak or unrelated statements.

Topic: I should have an allowance because I can earn it.

I will do the dishes.
I will be polite.
I will mow the lawn.
I will do my homework.
I will rake the leaves.
I will play without fighting.
I will make my bed.
I will brush my teeth.
I will clean my room.
I will exercise the dog.
I will write Grandma a thank-you note.
I will take out the trash.

The teacher should guide the students to transfer topic and supporting reasons from the board to their individual Pre-writing sheet (attached) for persuasive writing. This would be a good opportunity for the teacher to teach children to make a concluding statement.

It is strongly recommended that teachers follow up the pre-writing activity with the writing of the persuasive paragraph using the pre-writing sheet as a guide.

Student Pre-writing Sheet for Persuasive Writing

Name ______________________________ Audience: ____________________

Topic Statement (Your opinion) ______________________________

____

____

Reason 1 ____

____

____

Reason 2 ____

____

____

More Reasons ____

____

____

____

____

Conclusion (Ending Statement) ________________________________

____

____

____

____

Mechanics: Paragraphing Writing Activity (Persuasive Paragraphs)

Using the following list of topics and encouraging the use of the student pre-writing sheet the student will write one persuasive paragraph. It is a necessity to identify the audience.

I can play Little League and still keep up my grades.

I can take responsibility for a pet.

Our school needs a swimming pool.

Fifth and sixth grade classes should be allowed to go to special classes unescorted.

I would be a responsible babysitter.

I should be able to ______________________________.

Mechanics: Paragraphing Pre-writing Activity (Persuasive Paragraphs)

The teacher should prepare campaign posters using the following:

Susan for President!

I hope everyone will vote for me for president. I have a lot of great ideas for making the best shcool year ever! I've already told some of the kids in the class about some of my ideas. They think I will make a wonderful president. They're all going to vote for me. Everyone can depend on me to do what is necessary as a good president.

Vote for George!

I'll be the best president possible. I'll talk to the principal about our lunch time. I'll ask her to let our class eat alone and not with the younger kids. I'll find out if we can have a study hall two times a week. Then, if you are interested, I'll help to plan a class dance for kids in our grade. I'll listen to your suggestions for our grade.

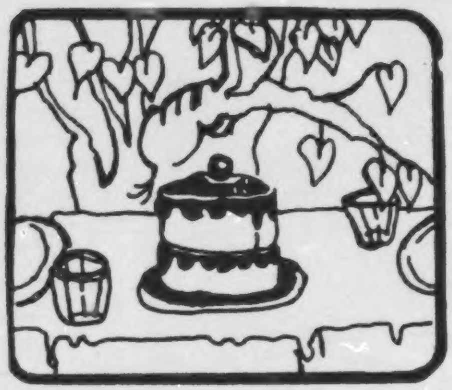
Read the posters and discuss the content. Ask the students for whom they would vote. Elicit reasons for choice. Continue with the discussion. Identify audience and value of specific persuasive statements.

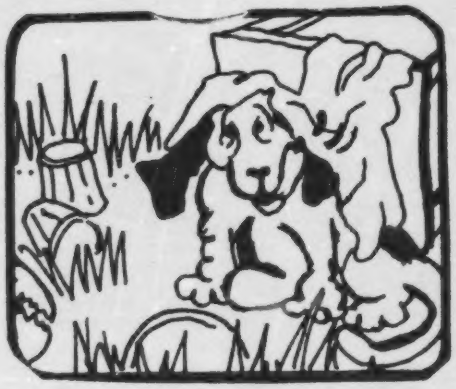
Using the Pre-writing sheet for persuasive writing, each student will write a topic sentence aimed at persuading classmates to vote for him/her to be principal for a day. This should be followed by reasons and a conclusion. Then, using the prewriting sheet (attached) the student should compose his/her own paragraph.

Option: Students can then make campaign posters to put on a Campaign Bulletin Board.

Mechanics: Paragraphing Pre-writing Activity

Using the following cartoons and story the teacher and students will decide where the following story should be divided into two paragraphs. The story may then be rewritten correctly. The first paragraph should tell how Elaine and Elliott set the table. The second paragraph should tell what they found.

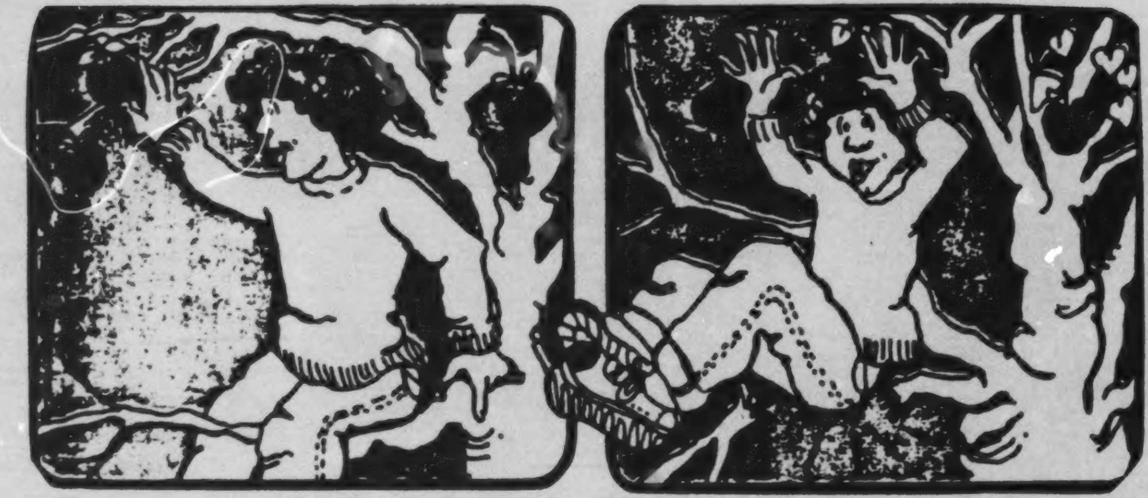




Elaine and Elliott's Party

Elaine and Elliott set a table under a tree. They put some dishes on it. In the center they put a cake. Then they went into the house for the lemonade. Soon Elaine and Elliott came out of the house and found the table upset. The cake was gone. There sat Bozo licking icing from his whiskers.

Mechanics: Paragraphing Writing Activity*



Write a story suggested by the pictures. Make two paragraphs in your story. Indent the first word of each paragraph. Use capital letters and punctuation marks correctly. Choose a suitable title for your story.

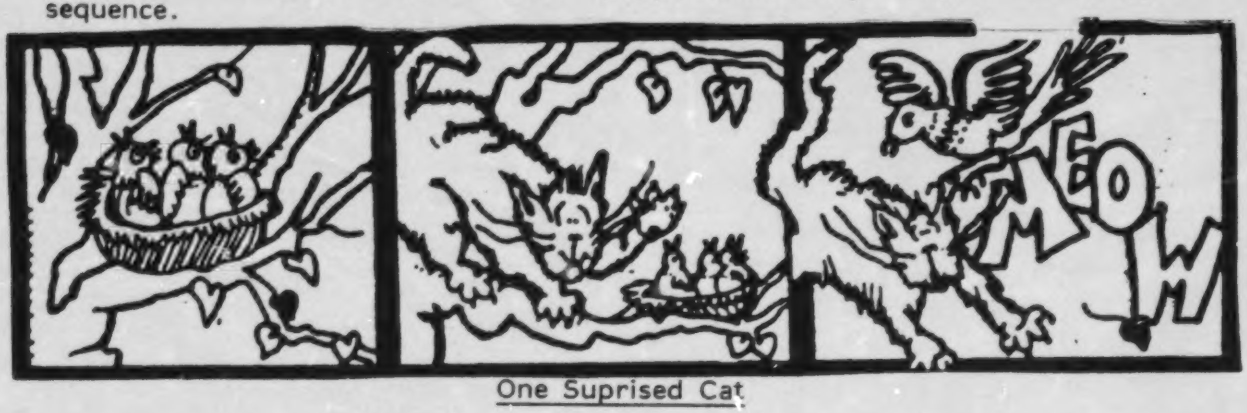
---

* Individual Corrective English, p. 92.

Mechanics: Paragraphing Writing Activity

Name

Directions: This story should be written in three paragraphs. The first paragraph has been written for you. Complete the story to follow the cartoon sequence.



One Suprised Cat

It was a beautiful spring day. The birds were singing. High in a tree, three baby birds were chirping. They were waiting for their mother to bring home their dinner.

Then,

Suddenly,

Mechanics: Paragraphing Writing Activity

Select a story event from a book familiar to the students. Decide on a "product" that might have been widely advertised during the time of that specific event.

Complete the following list of imaginary details appropriate to the event.

Example:

Event: Daniel Boone's Exploration of Kentucky

1. Name of product - Boone's Betsy
2. Company which make it - Straight Arrow Gunsmiths
3. Who would buy it? - Hunters, Explorers, Settlers
4. Where is it sold? - Ben's Emporium, Philadelphia Pa.
5. Price - $20.00 or 5 Prime Beaver Pelts
6. 3 Reasons for its quality.
    a. It shoots farther.
    b. It shoots straighter.
    c. It's lighter weight then other rifles.
    d. It will kill bears and Indians as well as squirrels.

Decide what audience you will try to persuade to buy your product. Write a 2 minute radio commercial selling your product.

Mechanics: Paragraphing*

1. Do all the sentences in the paragraph relate to the main idea?

Activities:

a. Eliminating unrelated details: Cross out the items in each list which do not belong.

1) Automobiles
    - (a) Cadillac
    - (b) Boeing 707
    - (c) Plymouth
    - (d) Ford
    - (e) Pontiac
    - (f) Greyhound

2) Fish
    - (a) Trout
    - (b) Bullhead
    - (c) Muskrat
    - (d) Haddock
    - (e) Tuna
    - (f) Seagull

3) Efficient study habits
    - (a) Taking notes while reading
    - (b) Reading assignments
    - (c) Forgetting to prepare an assignment
    - (d) Organizing time for study
    - (e) Choosing a quiet place to study
    - (f) Leaving long-term assignments until the day before they are due
    - (g) Having books and materials close at hand
    - (h) Reviewing notes occasionally

b. For one of the above write a topic sentence, and construct a paragraph using the details which relate to it.

c. Find the item in each list that is general enough to include or summarize all the others.

1)
    - (a) sofa
    - (b) chair
    - (c) bed
    - (d) table
    - (e) stool
    - (f) furniture

2)
    - (a) studying English
    - (b) writing book reports
    - (c) reading short stories
    - (d) writing paragraphs
    - (e) learning rules of grammar

3) (a) It rained most of the day Monday.
(b) Wednesday was a sunny day, but Jim's allergies forced him to stay indoors.
(c) Throughout the entire week we were beset by problems which tried to ruin our vacation.
(d) On Thursday, squirrels invaded our tent and raided the pantry.
(e) Our day trip on Thursday was nearly a disaster because we ran out of gas.

2. Are there concluding sentences?**

A good remedial technique could be to refer to a paragraph as a hamburger. The topic sentence is the top of the roll, the detail sentences are the meat, cheese, mustard, ketchup, relish, tomatoes, lettuce, etc. The restatement, or summary sentence, is the bottom of the roll which helps keep your fingers out of the mustard.

Activities:

a. Help children to develop summary sentences by rereading their topic sentences and then writing another sentence which "echoes" or restates the topic sentence in a slightly different form.

1. From old workbooks, cut out paragraphs which have good topic and summary sentences. Ask children to read and underline the two sentences which say almost the same thing.

2. Type on a ditto a series of sentences which can be paired off (one a topic sentence and one a summary sentence). Cut these sentences apart and give them to a small group of children. As each sentence is read orally, the student who has the "echo" sentence reads the sentence aloud and they are paired up.

3. Give students topic sentences and ask them to write summary sentences below them. They may add or change words, but the meaning should remain basically the same.

1a. This is a good way to make chocolate chip cookies.
1b. ______________________________.

2a. Most Americans know who Abraham Lincoln is.
2b. ______________________________.
______________________________.

3a. There are several reasons why children under four should not own a pet.
3b. ______________________________
____
______________________________.

---

* Help Write, p. 16.
**Help Write, p. 20-21.

Mechanics: Paragraphing (Ordering)*

Examples for Chronological Order:

Activities

(1) Provide children with a sample of related but unarranged sentences, such as:

a. Everyone came all dressed up.
Jane's mother judged the costumes.
Mary won a prize.
Jane had a costume party.
They came dressed as clowns, witches, monsters, and animals.
When it came time for the judging, everyone marched around the room.
She thought Mary's costume was the best.

b. Shaking with fear, Maria slipped out of her bed.
The "burglar" was her cat, walking throught the broken pieces of the glass lamp it had knocked over in the dark.
Before she could move, there was another sound, like footsteps, in the room.
At last, her fright was over.
There was a sudden loud crash.
Then, she felt her way along the wall to the light switch.
Immediately, Maria woke up from a sound sleep.
Finally, she found the switch and turned on the lights.

c. While I was cleaning up the food, Teddy pulled out every toy he had.
Meanwhile, I was going crazy trying to shut him up and clean up all at the same time.
The worst job I ever had was babysitting for my little cousin, Teddy.
Following this, he threw the broken toy pieces all over the place.
The first thing he did was dump all the cans and boxes of food out of the cabinets onto the floor.
Since then, I have refused to babysit for Teddy.
Afterward, he began bawling and sobbing because he didn't have any more toys.
Next, he started to take the toys apart.

d. At last, Kev was well enough to travel, and they left.
After we met, we hung out together all the time.
Once I had a real buddy named Kevin.
In the meantime, his parents got ready to move out West.
While he was in the hospital, I went to see him every day.
I never saw my buddy again.
Then Kev suddenly got really sick.
The doctors said the air out there would be better for Kev.
Later, he came home, but he still had to stay in bed for two more months.

Have the children number the sentences as they think they should be arranged. Discuss the best order. They have the children rewrite the story combining any sentences which seem to belong together.

(2) Use the comic sections of the newspaper and cut apart sequential cartoons. have children reassemble them in what they consider the best order. Then ask the children to write a paragraph in which the actions portrayed in the cartoon are related in narrative form.

(3) In the middle of a sheet of paper, have the children write a sentence such as:

The toy soldiers began to march toward the block castle.

Then have the children write two or three sentences which tell what happened before the given sentence. Ask the children to write a one-sentence title for their stories. Now have the children write their stories in paragraph form using connectors and time signals. (Time signals are words such as: later, now, then, next, first, at first, second, last, finally, etc.)

Examples for Spatial Order:

Activities:

(1) Tell the students that a visitor in the main office (or some other remote part of the building) wishes to come to this room. Have them describe the various areas, rooms, and halls that he would have to go by or through to get here. Point out that this is organizing material according to its spatial lay-out. If this is done orally first, then have them write a paragraph describing the route spatially.

(2) Detective Sergeant Pickford has been called to the Moonlight Motel where a vicious murder of a beautiful blond girl has taken place. Describe in a very vivid fashion the room and its contents. Be sure to use words which place all the objects in a clear, understandable order. Remember, the clue to solving the crime may be in something which is in the room.

(3) Have the student write a paragraph using given phrases that require arrangement in spatial order. For example:

Write directions for me (the teacher) to find your house. Then draw a map.

Tell me how to get from the school to the town library, firestation, or park, etc.

(4) Have the students write paragraphs illustrating spatial order by using selected number of the following words and expressions:

beside, under, over, near, through, by, into, in, past, between, beyond, to the right, across, above, on top of, along

Examples of exercises for organizing by cause and effect

(1) Provide the children with unordered sentences such as:

The snow was very deep.
The car got stuck.
The snowplow had not yet cleared our street.
Father drove the car out of the driveway.

Have the children rearrange the sentences in a more effective order. Lead the children to understand the cause-and-effect patterns involved. Then direct them to write a paragraph using the appropriate connectors.

(2) Provide pairs of pictures which show before and after, or cause and effect themes, such as:

A picture of a child standing near a mud puddle;
a picture of a second child splashed with muddy water.

Then have the children match the cause picture with the effect picture. Assist the children, if necessary, in writing sentences which explain what might have happened between the first and last pictures.

(3) Write a list of titles such as the following on the chalkboard:

The Tree Died
The Subways Stopped Running
The River Overflowed

Have the children write paragraphs explaining the causes of these events.

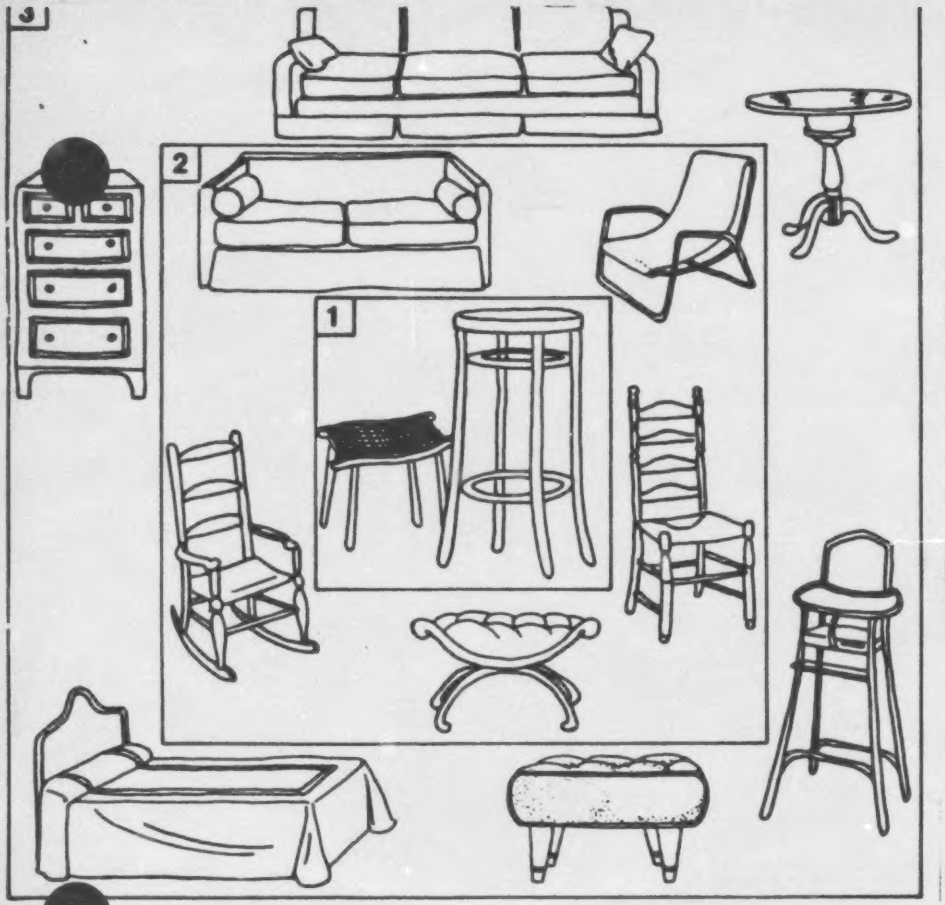
(4) On the chalkboard write sentences such as:

I was sent to bed early.
The cat scampered up the tree.
I became quite frightened.
The car hit the tree.
The man chased the boy.

Then have the child select a sentence and write it at the bottom of a piece of paper. Have the children think of a story which might tell why the events in the sentence happened. Have the children list the details of their stories and then arrange their details in time order. Finally, have the children write compositions in which they develop their list of details to explain how the events happened.

(5) Give the students a series of sentences using the word because, some of which are good sentences since what follows because is really a cause, while the others show no real cause-effect relationship. Have them pick the five bad sentences and rewrite them, putting in a logical cause as they do so. For example:

The dog got sick because he threw up.
Little Betsy cried because she bumped her head hard.
The carburetor valve was stuck shut because it wouldn't open.
It's cloudy today because the sun isn't shining.
I try to buy whole wheat flour because it contains many vitamins.
I voted for Governor Prudhomme because I think he'll keep my tax bill low.
The furnace shut off automatically because it ran out of fuel oil.
Ginia didn't come to school yesterday because she was absent.
The teachers went on strike because they wanted more money.
The store was out of corn flakes because they didn't have any in stock.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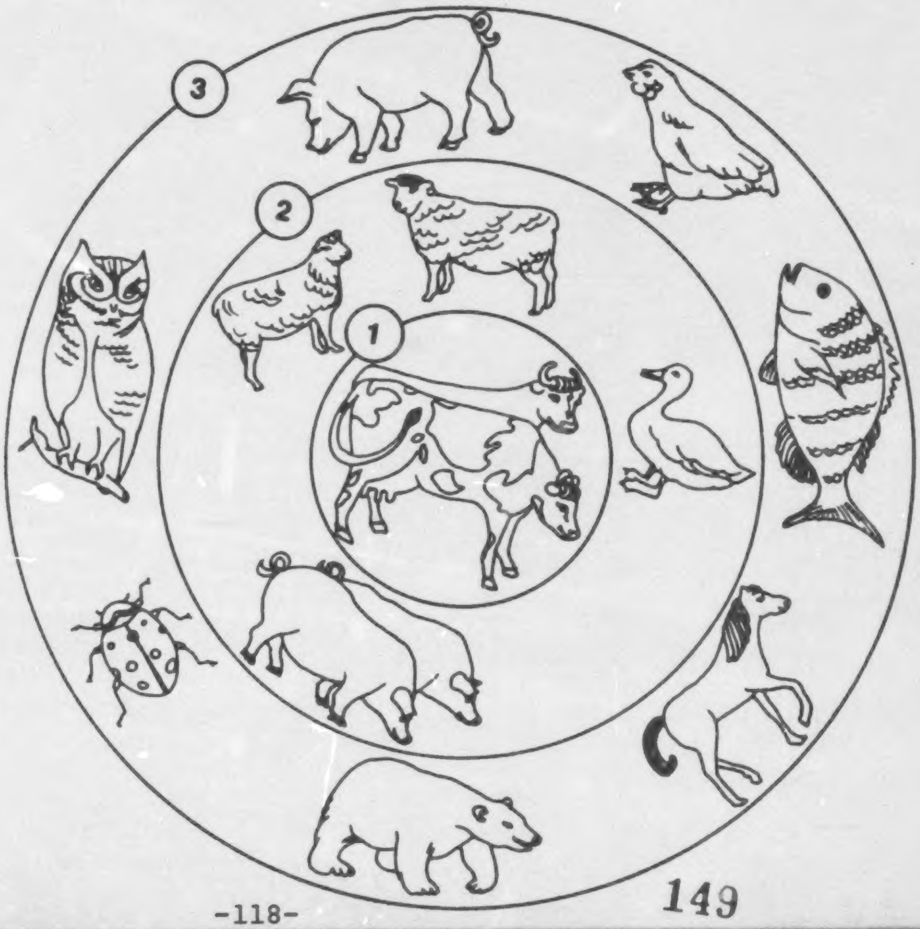
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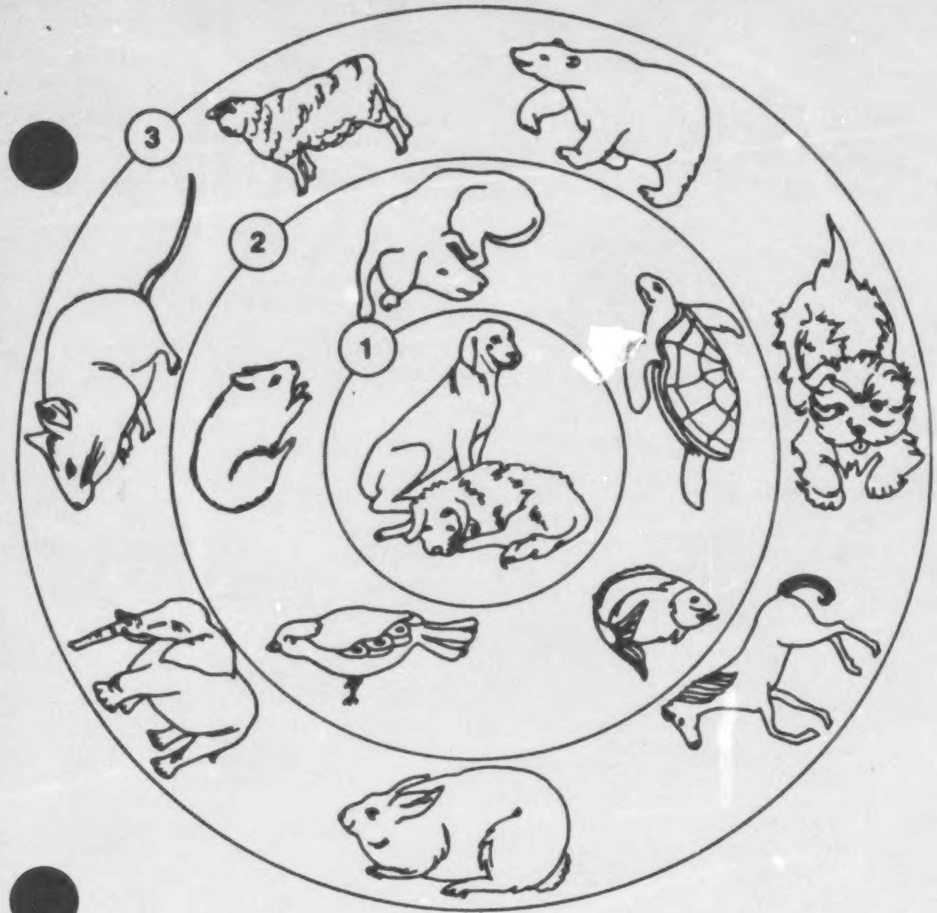
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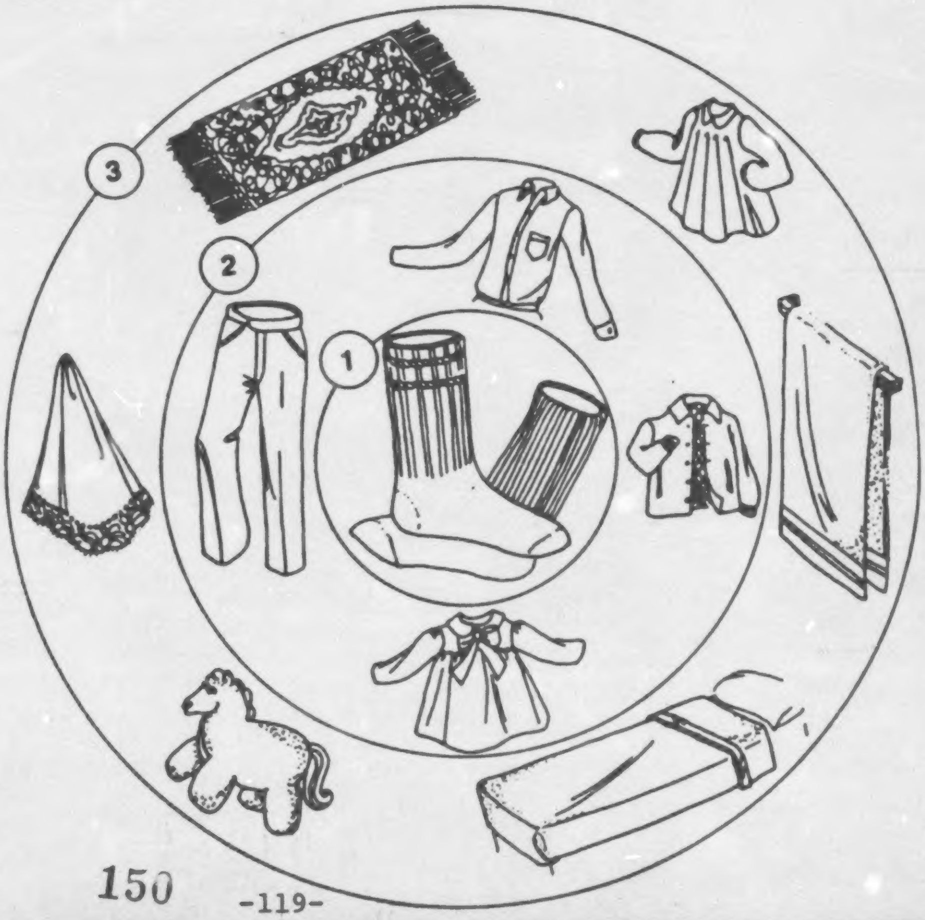
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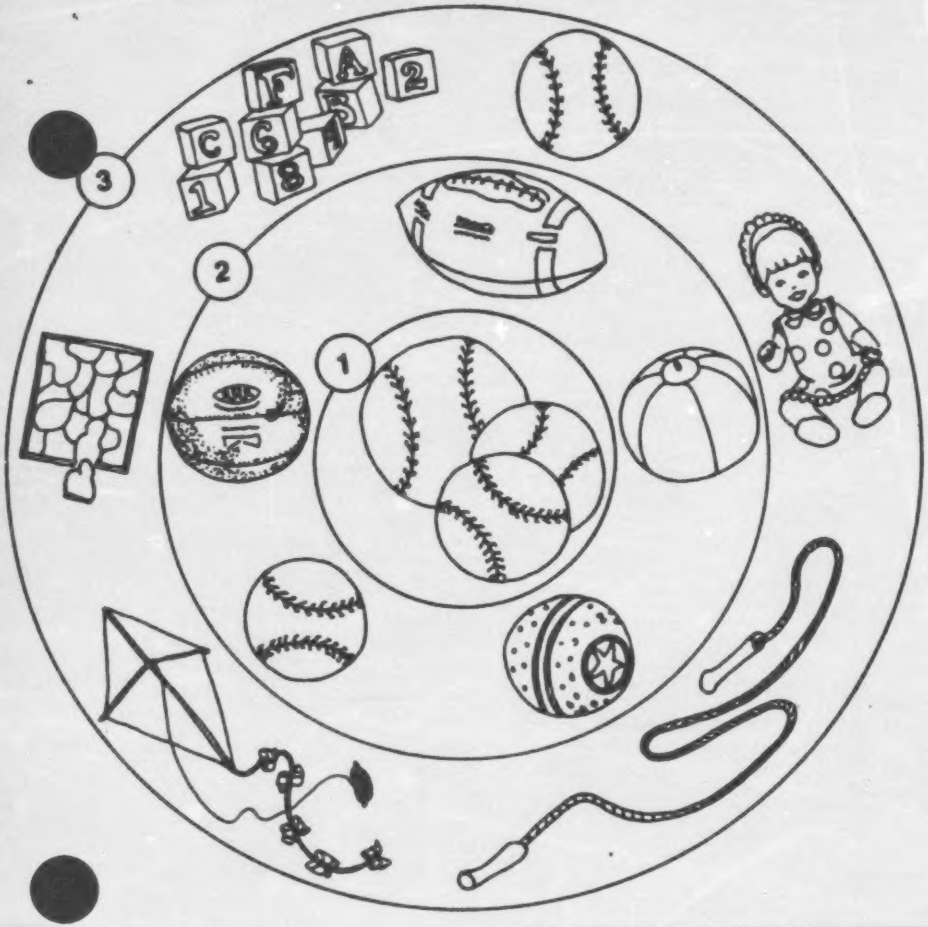
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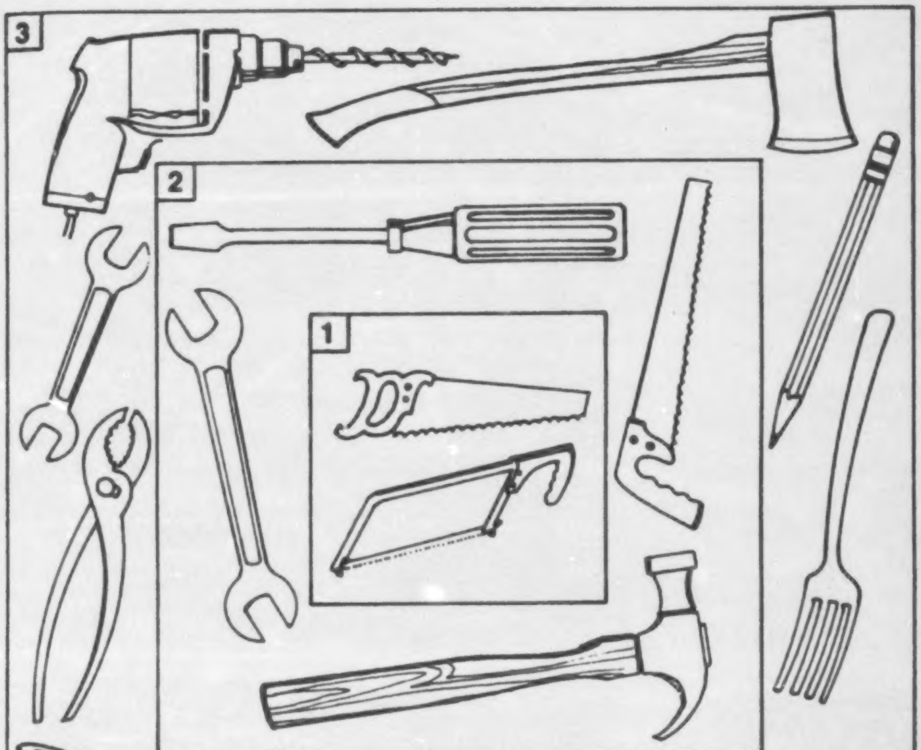
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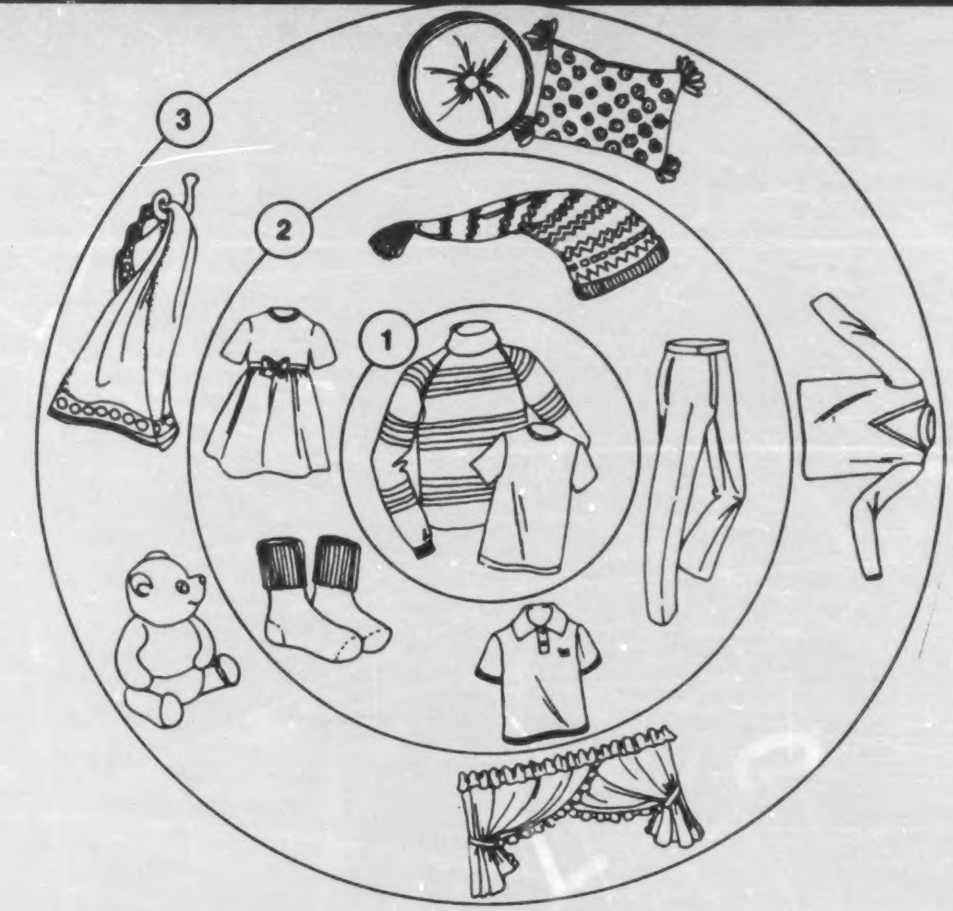
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Examples of organizing by classification:

(1) Draw a circle on the chalkboard and provide a label, such as books. Assist the children in finding subtopics by asking a question, such as:

> If the large circle stands for books,
> what might the next smaller circle represent?

Continue this line of questioning until the children have located specific subclasses within the largest circle.

Lead the children to understand how the general term includes related, but less general terms.

Examples of use of comparison and contrast:

(1) Bring to school two quite different stuffed animals and display them. After a general conversation, have children discuss the similarities and differences between them and place answers on the chalkboard under two headings. Have students write a main idea sentence which shows how the two toys are different and a main idea sentence which shows how the two toys are similar. Discuss with the children words and phrases which could be helpful in writing paragraphs contrasting the two toys, such as: also, yes, include, unlike, in addition to. Then have the children write the rest of the paragraph with details from the board.

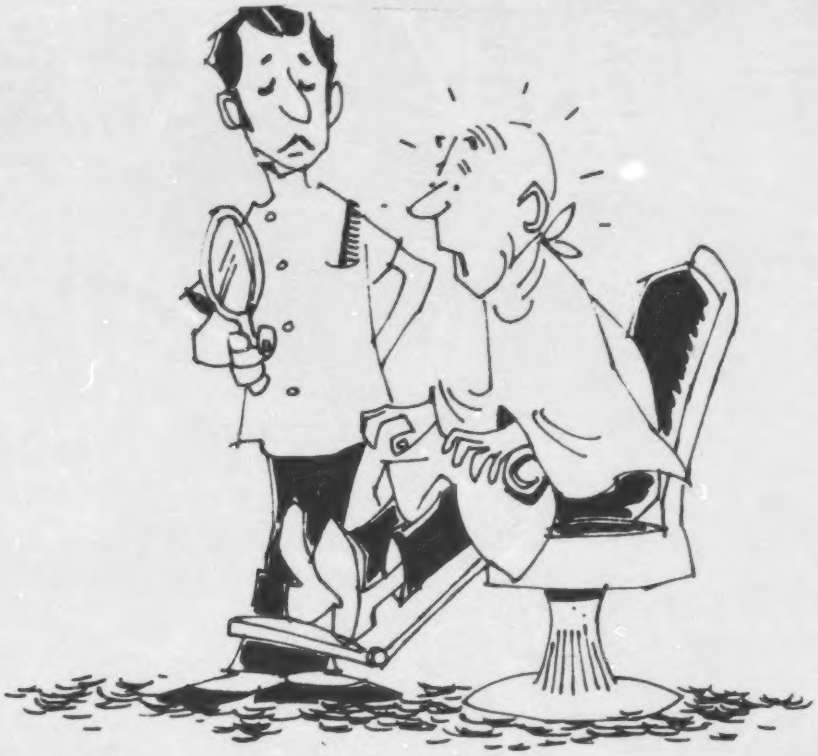
(2) Have children select two subjects which are similar, such as: a lighted candle and and electric bulb. Lead the children to see such differences as materials, output, and source of light. Then have the children suggest such similarities as appearance and function. Finally, have the children write paragraphs following these general directions.

> Decide upon a specific topic.
> Begin the paragraph with a sentence that tells how the two subjects are alike or different.
> Write 2 or 3 sentences about each subject.
> Decide on a title.

*Help Write, pp.21-27.

Mechanics: Paragraphing-Pre-writing Activity

The teacher will provide a cartoon with no captions. See example below.

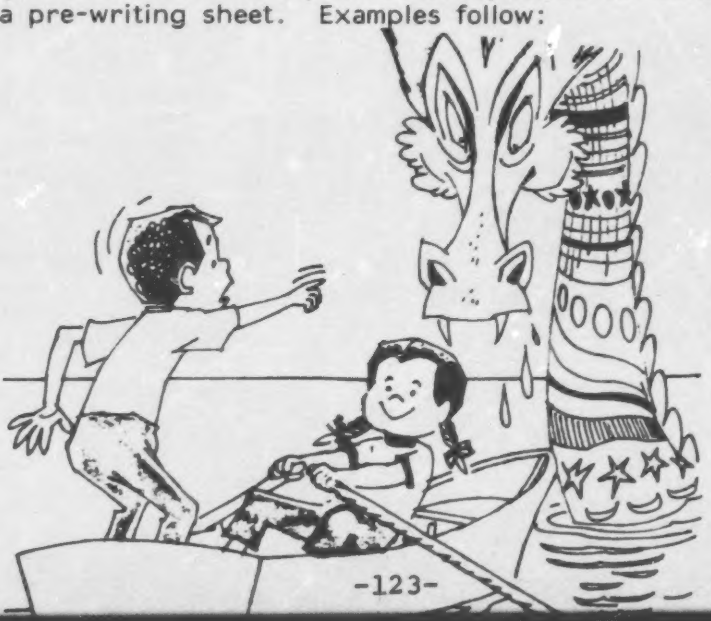


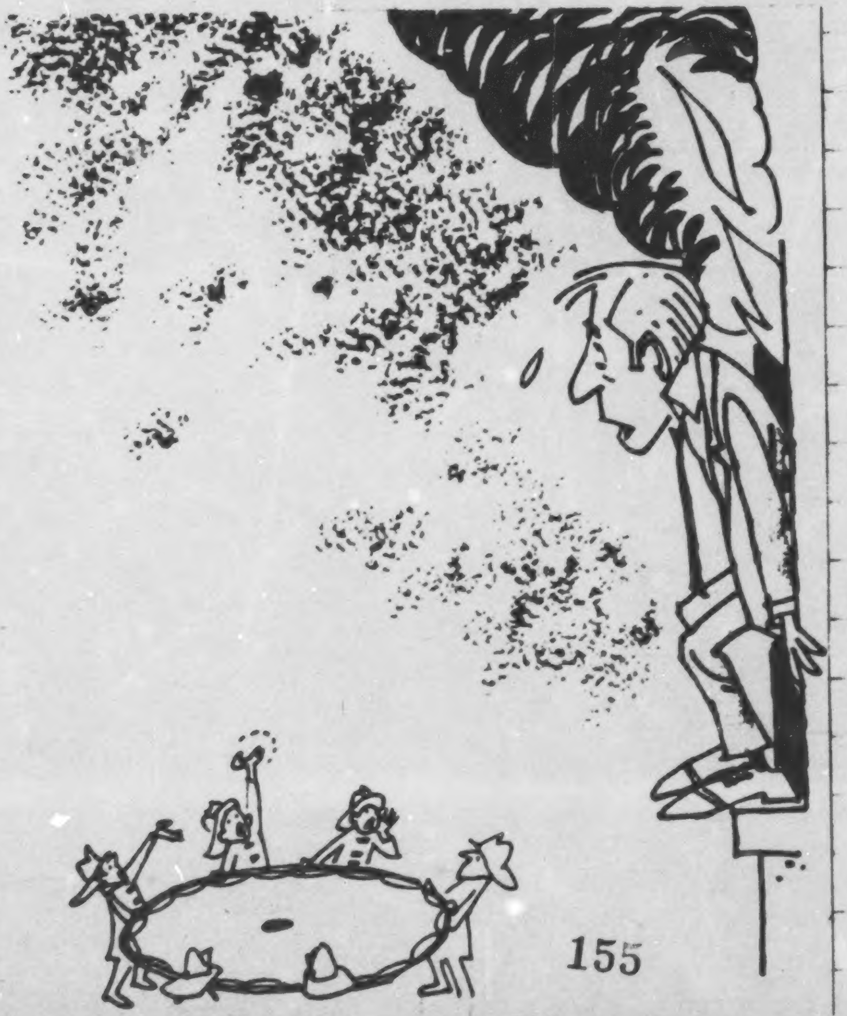
The teacher will conduct a discussion with the students. Emphasis should be on what action may have taken place before this event, the event itself, and a projection of the outcome.

With the ideas that have been generated, the teacher will record a three-paragraph story dictated by the students.

Follow-up

Writing activity: The teacher will provide uncaptioned cartoons for individual students and a pre-writing sheet. Examples follow:





Student Pre-Writing Sheet

Name____

Ideas for paragraph one (What happens first?)

Ideas for paragrpah two (What happens second?)

Ideas for paragraph three (What happens last?)

Students should be encouraged to think through ideas for the story using the pre-writing sheet. From their notes, they should write three well-developed paragraphs on one topic.

Mechanics: Paragraphing-Writing Activity

The teacher will ask each student to bring a photograph from home. The photograph should include the student. Using the pre-writing sheet, the student will develop sequential ideas related to the picture. The student will then write a three paragraph personal narrative story.

Hint:

The subject of the pictures is flexible and can be adapted to the assignment.

SAMPLE WRITING TEST QUESTIONS

The type of writing required on the New York State elementary competency test are selected from five categories: personal expression, personal narrative, description, process essay, and story starter.

We have composed some possible sample questions for your use with students.

PERSONAL EXPRESSION

Your principal wants to have school Monday through Saturday.

Write an essay of approximately 150 words expressing your opinion of this decision.

Many people have a favorite person.

Choose a real person who is important to you. Write an essay of about 150 words telling all the reasons you admire this person.

Imagine a perfect school day.

Write about it, using approximately 150 words.

PERSONAL NARRATIVE

Write an essay of about 150 words that tells about a meal you helped plan and prepare for your family.

Everyone has had a favorite vacation.

Write an essay of about 150 words that tells about your favorite vacation.

DESCRIPTION

Describe the way your bedroom looks before your mother insists that you clean it. Use approximately 150 words.

Create a new animal using parts of known animals. Example head of a ____________, body of a ______________, and tail of a ______________.

Write a 150 word essay that describes your creature.

PROCESS ESSAY

Invent a new ice cream dessert.

Write a 150 word essay that describes hcw to make your dessert.

There is going to be a Toy Invention Contest.

In approximately 150 words describe a toy you might construct for this contest.

STORY STARTERS

You are watching your favorite television program one day, and you are suddently pulled into the set and the show. Tell about your experiences. Use approximately 150 words in your story.

Pretend that you were able to sneak aboard a space ship. Write about your journey into outer space. Use approximately 150 words in your story.

Section III

Sample Checklists for Evaluating Student Writing

SAMPLE WRITING CHECKLIST FOR ELEMENTARY STUDENTS

KNOWING WHAT TO DO: Did I follow directions? ______________________

What was I supposed to do? ______________________________

____

Who is my audience? ______________________________

GETTING IT ORGANIZED: Is my writing organized? ______________________

What is my topic sentence? ______________________________

What are my supporting details? ______________________________

____

____

What is my concluding sentence? ______________________________

CHOOSING WORDS: Did I choose words that say what I mean? ____________

What are 2 words you used that you really liked? ______________________

____

What are 2 words you used that might be improved? ______________________

____

USING SENTENCES: Do all my sentences have a complete idea? ____________

Are there any run-on sentences? ________
Are there any sentence fragments? ________
Did I use different kinds of sentences? ________
What is a statement I used?

____

What is a question I used?

____

What is a command I used?

____

What is a compound sentence I used?

____

EDITING: Did I revise my paper? ____________

Did I capitalize all proper nouns and the first word of each sentence? ________
Did I use correct punctuation in each sentence? ________
Did I find any spelling mistakes? ________
Write 2 words you corrected. ________ ________

ELEMENTARY WRITING LOG

	Assign. 1				Assign. 2				Assign. 3				Assign. 4				Assign. 5			
	G	S	W	IR	G	S	W	IR	G	S	W	IR	G	S	W	IR	G	S	W	IR
Topic Addressed																				
Plan of Organization																				
Development of Ideas (Use of Support Materials)																				
Sentence Sense																				
Sentence Variety																				
Language Use																				
Mechanics																				
Spelling Punctuation																				
Capitalization																				
Paragraphing																				

Key G = Good
S = Satisfactory
W = Weak
IR = Improvement in Revision

Assignment 1 -

Assignment 2 -

Assignment 3 -

Assignment 4 -

Assignm -

SAMPLE WRITING CHECKLIST
FOR STUDENTS IN ELEMENTARY SCHOOLS

FOR REVISING

Knowing What to Do

__________ Did I follow directions?

__________ Did I include enough information ?

__________ Did I make the information clear to the audience (fellow students, parents, firends, teacher) who will read this?

__________ Did I accomplish the purpose?

Getting It Organized

__________ Is my plan for this piece of writing organized and logical, with a beginning, a middle, and an end?

__________ Did I use enough details, reasons, or examples?

__________ Do the details, reasons or examples fit the topic?

Using Words

__________ Did I chooose words that really mean what I want to say?

__________ Did I use the kind of language (formal, informal) appropriate for this kind of writing task?

Using Sentences

__________ Did I use complete sentences?

__________ Did I use different kinds of sentences?

FOR EDITING

__________ Did I spell the words correctly?

__________ Did I use correct capitalization?

__________ Did I use correct punctuation?

Note: The checklists should be adapted for the task and for the child's level of writing experience.

APPENDIX N

Analyzing Student Writing: Chart

	GOOD	AVERAGE	POOR
Understanding of Task			
1. follows directions			
2. proper format (letter, report, etc.			
3. consistent point of view (perspective)			
4. sense of audience			
Organization			
1. logical order			
2. appropriate generalizations			
3. appropriate details			
4. coherence			
Sentence Structure			
1. sentence sense (complete thoughts)			
2. varied sentence structure			
Language			
1. clear, concrete language			
2. accurate word choice			
3. conciseness			
4. appropriate level of usage (formal informal, etc.)			
5. consistent level of usage			
6. vocabulary - variety			
Mechanics			
1. spelling			
2. punctuation			
3. capitalization			
4. subject/verb agreement			
5. tense usage			
6. pronoun usage			
7. handwriting			

Comments:

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*From Teacher Writing Right Curriculum Development Porject, Bureau of English Education and Dutchess County BOCES.

Analyzing Student Writing: Chart

	GOOD	AVERAGE	POOR
Mechanics			
1. Spelling			
2. Punctuation			
3. Capitalization			
4. Subject/verb agreement			
5. Pronoun usage			
6. Handwriting			
7. Parts of speech			
Language			
1. Accurate word choice			
2. Conciseness			
3. Vocabulary - variety			
Sentence Structure			
1. Sentence sense (complete thoughts)			
2. Varied sentence structure			
Paragraphing			
1. Logical order			
2. Main idea			
3. Appropriate details			
4. Coherence			
Understanding of Task			
1. Follows directions			
2. Proper format (letter, report, etc.)			
3. Consistent point of view (perspective)			
4. Sense of audience			

Section IV

Publishing Suggestions

SUGGESTIONS FOR PUBLISHING STUDENT WRITING

1. PTO or PTA newsletter
2. School newspaper
3. Local newspaper
4. Letters to the Editor
5. Collections of childrens favorite stories made into a library book
6. Stories, report, etc. shared or exchanged with children from other grade levels
7. Exchange of written work with children in another school, community, state, etc.
8. Students' bulletin board
9. Childrens' magazine
10. Poetry bookets
11. Tape stories
12. Video-tape stories
13. Filmstrip stories
14. Read work for: class, assembly, family members
15. Room display
16. Transparencies
17. Ditto
18. Read over public address system
19. Stories (letters) for senior citizens or nursing home patients
20. Original play production

A word of caution: Never publish a piece of writing without the student's express permission. It is the student and not just the piece of writing by the student that is important.

The following magazines print children's writing:

Child Life - The Saturday Evening Post Youth Division, 1100 Waterway Boulevard, PO Box 567B, Indianapolis, Indiana 46208. Publishers poems, letter, original stories, articles and art work of not more than 500 for students ages 7-11.

Cricket - PO Box 100, LaSalle, Illinois 61301. Publishes the winning entries in a monthly contest as well as letters to the editor column.

Current Events - Xerox Education Publication, 245 Long Hill Road Middletown, Connecticut 06457. Occasionally publishes student-submitted material including hidden word puzzles, jokes, and letters to the editor.

Ebony Jr. - 820 South Michigan Avenue, Chicago, Illinois 60604. Regularly features poems, short stories and letters from its readers. Publishes winning entries from once-a-year writing contest. "Reading/Writing Membership Cards" are sent to contributors whose material appears in the magazine.

Fun Publishing Company - PO Box 40283, Indianapolis, Indiana 46240. Publishes poems, articles and stories from children in grades 1-10. Company compiles accepted material into book-length publications at several grade levels which are published annually. Each contribution must be accompanied by the child's name and address, the name and city of the school and the teacher's signature. Deadline for submitting material for intermediate and junior high level books in March 30.

Highlights for Children - 803 Church Street, Honesdale, PA 18431. Publishes pictures, poems, stories and letters to the editor.

Jack and Jill - The Saturday Evening Youth Division, 1100 Waterway Boulevard, PO Box 567, Indianapolis, Indiana 46206. Published letters, poetry, original drawings and stories of not more than 500 words for readers ages 5-12.

Kids - 747 Third Avenue, New York, New York 10017. Contributors should be between the ages of 5 and 15. All types of work are considered with suggested word limit of 400 words. Contributors of accepted material must fill out a permission form and send a photograph and biographical information. Students whose materials are published receive an honorary payment of $6.00.

Kids for Ecology - PO Box P-7126, Philadelphia, Pennsylvania 19917. Contributions should be on an ecology theme [illegible]d may take any form - report, story, poem, e[illegible] Contributions may represent individual, small group, or class efforts. Black-and-white photographs and bilingual material with translations are welcome. Writers whose material is published receive a "Kids for Ecology" T-shirt. Each contributor's name, age, grade, home address, T-shirt size, teacher's name, school and school address must be printed on every sheet.

Stone Soup - Box 83, Santa Cruz, California 95063. Each issue consists entirely of stories, poems, plays, book reviews and illustrations by children aged 4-12. A panel of children serves as guest editors.

Young World - The Saturday Evening Post Youth Division, 1100 Waterway Boulevard, PO Box 567B, Indianapolis, Indiana 46206. Publishes original drawings, poetry, jokes, letters and stories and articles of not more than 1,000 words by children aged 10-14.

GUIDELINES FOR SUBMISSION

Place student's name and address on each sheet of material submitted.

Check all material carefully before sending it to any magazine. If you have any doubt about a story's originality, don't send it in.

Send a specific contribution to only one magazine at the same time. Magazines receive enormous numbers of contributions and cannot affort staff time to read, evaluate and accept a contribution only to discover it has already been accepted by someone else.

KEEP IN MIND

Some publishers will not return material. Those that do will do so only if a stamped self-addressed envelope is included with the contribution.

Rather than sending something from every child in the class, pick the one or two best, since they can't all be published anyway. At the same time, remind the children that self-expression, not publishing, is the reason for writing. Never tell them that you've sent their stories to a magazine and they'll be seeing them in print soon. Simply on a basis of the volume of contributions received, the chances that any one contribution will be printed are very slim. And even if something is accepted, don't expect to see it in print for at least 6 months, and possibly as long as a year.

Printed with permission:
Reading Teacher, Vol. 29, No. 5, February 1976.

Section V

Bibliography and Evaluation

5

Evaluation Form
STP - Student Teaching Packets
A Guide for Writing Remediation
Grade level: Intermediate

The Cortland-Madison BOCES, sponsor of this book, and its writers invite the cooperation of teachers in suggesting improvements, pointing out areas needing further work, and in commenting about particularly successful pre-writing and writing activties contained therein. Your assistance in such an evaluation would be appreicated.

Space has been provided for your comments. Please be as definite as possible.

1. Was the teacher background information helpful?____________________

2. Did you feel the pre-writing and writing tasks were appropriate for intermediate level remediation? ____________________

3. What particular areas of writing skills need further work? ____________________

4. What are your general reactions and suggestions?____________________

Detach the form and send it to:

Cortland-Madison Board of Cooperative Educational Services
Clinton Avenue Extension
Cortland, NY 13045
ATTN: MICHAEL BAY-BORELLI

You may also give this form to the following persons:

Linda Grimes
DeRuyter Central School

Palma Ward
McGraw Elementary

Jan Denison
Cincinnatus Central

Carole Robinson
Irene Foote
Homer Intermediate School

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